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ABSTRACT

This career planning curriculum is designed for use with Chicano or Latino community college students. Addressed in the curriculum are the following topics: cultural and self-awareness; career awareness (self-assessment, assessment of jobs and organizations, economic awareness, and Hispanics in the work force); decision making and planning (making decisions and developing an action plan); and job search skills and job success (resumes, letters, and applications; finding the right employer; job interviews; issues relevant to the Chicano/Latino employee, and what employers expect). Each section contains instructor materials (objectives and a rationale) and student materials (handouts, exercises, and discussion questions). All student materials (with the exception of a few in the fourth section) have been translated into Spanish so that the course may be taught either in Spanish or in English. (MN)

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CAREER PLANNING
FOR
CHICANO / LATINO
STUDENTS

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D.D.

CAREER PLANNING FOR CHICANO/LATINO STUDENTS

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INTRODUCTION

Career Planning for Chicano/Latino Students, the earlier Resource Guide for Career Counseling Chicano and Spanish-Speaking Students, and an accompanying videotape are the products of a statewide project located at San Jose City College.

The project, which is supported by Vocational Education Act funds, is an effort to develop materials, document resources, and discuss counseling and instructional approaches that are appropriate for Chicano/Latino students.

The vast majority or about 90% of Chicano/Latino students attending any California public institution of higher education are enrolled in community colleges. However, even at the community college level, they are underrepresented, and they do not receive certificates, or degrees, or transfer to four year schools in proportion to their numbers.

The Career Planning Curriculum for Chicano/Latino Students is the result of contributions and ideas from a variety of sources. An advisory committee (with student, business, and counselor representatives) helped plan the curriculum and reviewed the rough drafts. In order to incorporate a variety of needs and opinions, the plan for the curriculum was developed during a retreat attended by students, counselors, and curriculum writers. Students invited to the retreat included Chicanos, immigrants from Latin America, English-speakers, Spanish-speakers, older and younger people, graduates of California Youth Authority and individuals planning to transfer to the University of California. The curriculum was subsequently written by consultants and the project director.

The first draft of the curriculum was field tested at San Jose, Gavilan, Imperial Valley, Hartnell, and Canada colleges and at Mission Language and Vocational School. Based on field test recommendations and on the comments of readers, the curriculum was subsequently revised and printed.

INSTRUCTIONAL APPROACH

This curriculum is designed specifically for the Chicano or Latino community college students. There are certainly areas where the objectives of this curriculum are very similar to standard, widely used approaches, but the point of departure is somewhat different.

Selection and development of student materials were based on a formal assessment of student needs and the general knowledge and experience of the writers. Consideration was given to the ways in which Chicanos and Latinos are likely to differ from the general population. For example, Chicano/ Latino students are more likely to:

- Have a lower income
- Have less academic preparation
- Be non-native speakers of English
- Have experienced discrimination and prejudice
- Speak Spanish
- Have strong family and community ties
- Participate in Latin culture
- Be the first person in their family to go to college

However, many important differences exist and it is impossible to make any generalization or assumption about individual students. Student characteristics are important in conceptualizing content and format. It is equally important to consider, in the popular phrase, "where the student is at."

The Minority Identity Development Model (see Figure 1) by Atkinson, Morton, and Sue is a useful tool for understanding possible views and positions of Chicano/Latino students.

Figure 1. Summary of Minority Identity Development Model (from Atkinson, Donald R., George Morton, Derald Wing Sue, COUNSELING AMERICAN MINORITIES: A CROSS-CULTURAL PERSPECTIVE (c) 1979 Wm. C. Brown Company Publishers, Dubuque, Iowa. Reprinted by permission.)

Stages of Minority Development Model	Attitude toward self	Attitude toward others of the same minority	Attitude toward others of different minority	Attitude toward dominant group
Stage 1 - Conformity	self-depreciating	group-depreciating	discriminatory	group-appreciating
Stage 2 - Dissonance	conflict between self-depreciating and appreciating	conflict between group-depreciating and group-appreciating	conflict between dominant held views of minority hierarchy and feelings of shared experience	conflict between group-appreciating and group-depreciating
Stage 3 - Resistance and Immersion	self-appreciating	group-appreciating	conflict between feelings of empathy for other minority experiences and feelings of culturocentrism	group-depreciating
Stage 4 - Introspection	concern with basis of self-appreciation	concern with nature of unequivocal appreciation	concern with ethnocentric basis for judging others	concern with the basis of group depreciation
Stage 5 - Synergetic Articulation and Awareness	self-appreciating	group-appreciating	group-appreciating	selective appreciation

According to the model, students at stage 1 accept the values of the majority culture and reject themselves and their group. Since such students are likely to have self-depreciating attitudes, their career aspirations and goals are not likely to be high. They may fulfill the expectations of the majority group and fail to explore their own potential.

In stage 2, students begin to experience conflict with such a negative view of themselves and their cultural group.

Students at stage 3 have rejected the dominant culture, and have highly positive feelings about themselves and their culture. While this self-esteem is a positive step, the rejection of the majority culture severely limits career options. For example, a student may pass up an opportunity of potential interest because, "It was too Anglo."

In stage 4, the students begin to question the logic of totally accepting everything from their own culture and totally rejecting anything different.

Students at stage 5 have reached a balance, where they have strong positive feelings for themselves and their culture, and they can select aspects of the majority culture that are positive. They can function effectively both within their own culture and with the dominant group. Students at this stage are likely to have high aspirations and to be able to develop to their full potential without self-imposed imposed barriers.

This model serves to highlight the importance of dealing with self and cultural awareness before exposing students to a multitude of career data.

OBJECTIVES

The general objectives of the curriculum are listed below, along with examples of how they were implemented. This list might also be of use of instructors seeking to develop further materials in this area:

1. Take into account the social and cultural experience of the students.

   - Use examples that are relevant to students.
   - Where relevant, acknowledge cultural history and values, racism, current social and political reality.
   - Provide more instruction in areas of greatest student need.
   - Develop a sense of the benefits of the students' cultural background.

2. Use Spanish and English as needed or to enhance skills.

   - Provide career planning in Spanish for Spanish dominant students, since this planning directly affects their English learning and educational plans.
   - Consider providing some materials and units in Spanish to students who wish to increase their Spanish proficiency.
   - If the instruction is bilingual, provide materials to students in either or both languages.

3. Create a climate for student success

   - Respect the student.

- Use role models.

- Encourage the development of group support within the class.

- Provide validation of the student's experience and contribution to the class.

- Recognize and include Latin culture and history.

- Recognize and build on students' strengths.

- Encourage students - si, se puede.

4. Develop skills necessary for academic success

   - Writing, speaking and communication skills

   - Vocabulary

   - Analytical skills

   - Organizational skills

   - English and/or Spanish fluency

   - Study skills

   - Communication skills

5. Promote an active student role in the classroom

   - Provide information, but teach students how to research.

- Encourage and allow students to plan class activities, such as inviting speakers.

- Once students have assessed their needs, they can assume some responsibility for the topics covered in the class and the direction of the class.

SUGGESTIONS FOR USE

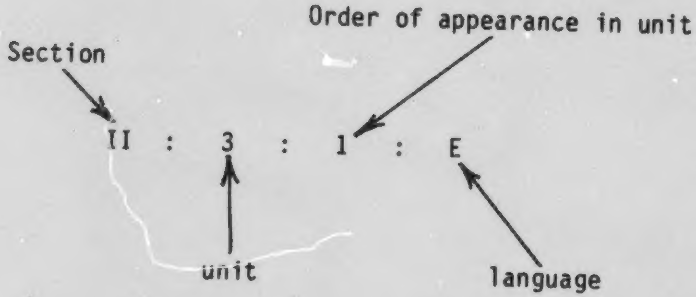
The Career Planning Curriculum is organized into four major sections: 1) Self and Cultural Awareness, 2) Career Awareness, 3) Decision Making and Planning and 4) Job Search and Job Success. Each section may form the basis for a one-unit class, with students ideally taking all the classes in the order suggested. However, instructors may also pick activities from any section to create or supplement their own curriculum. Many of the activities may be modified according to the needs of particular students.

Language of Instruction. All student materials, except for a few in the Section Four, have been translated into Spanish. It is possible to teach the first three sections entirely in Spanish. Since the topic of Section Four is job search, it is useful to students to practice interview and job application skills in English. The Spanish materials also make it possible for the instructor to teach in English, but to provide Spanish materials to students who prefer to read in that language. Finally, the Spanish materials may be used by students who wish to improve their Spanish skills, perhaps as part of their career goals.

Additional Applications. Portions of the curriculum may be used in Vocational English as a Second Language classes. Certain activities such as the materials on self and cultural awareness or job search may be used in a workshop format. Some of the materials may be placed in the career center.

FORMAT OF MATERIALS

The instructor materials are buff colored paper and are paginated. The student handouts are on white paper and are numbered in the upper right hand corner. The first number indicates the section, the second the unit, the third the order of that handout in the unit. The letters at the end indicate the language of the handout: E (English), S (Spanish) and B (Bilingual). Pages containing student materials are perforated, so that they may be torn out for duplication. The whole curriculum may be placed in a binder if desired.



Section I:

SELF AND CULTURAL AWARENESS

Francisco M. Hernandez

Maria I. Garcia

SELF AND CULTURAL AWARENESS

Time: 12 hours

Objectives:

- Students will demonstrate respect for the cultural experience and identity of each other prior to their involvement in the career planning process.

- Students will use a culturally-based learning model to develop knowledge of culture in relation to career awareness.

- Students and facilitator will develop and document the base of knowledge drawn from their own experience.

- The student will use that base of knowledge to learn about self and culture.

- Student will have a conceptual tool which can assist them in identifying barriers to their goals and aspirations.

- Chicano and Latino students will be involved in group process as both teachers and learners.

- Students will clarify their own beliefs, values and goals, within the context of the knowledge and experience shared by the group.

- Counselors will collect data which can be used to make the career counseling process specific to student needs.

Introduction

Section one serves as an introduction to career planning that differs from the curriculum in the other three sections in content and approach. Designed to be used prior to student involvement in the career planning process, the curriculum builds on cultural experience as a source of knowledge.

Section one is organized in four parts. The first part is a discussion of the concepts and learning model on which the materials are based. The second part consists of considerations for implementation. The third part contains the individual learning activities. Part four is a brief discussion of the transition from self and cultural awareness to career planning.

Group process is central to the learning and goals of this section. The instructor functions as a facilitator, responsible for structuring group process but not for providing answers or knowledge to students. The actual content is provided by the students' sharing of their individual experience and knowledge of culture, family, and community; the collective knowledge generated by the group; and the students' reflection on their own experience and the contribution of other group members.

PART I. UNDERSTANDING THE MODEL*

Rationale

The Resource Guide for Career Counseling Spanish speaking & Chicano Students, makes note of the absence of literature written exclusively about Chicano and Latino students in relation to the career counseling process. Existing literature, produced primarily by minority scholars within the last ten years, concludes that "counseling practices for minority students must be modified because both the students and their problems are different."[1]

Appropriate counseling incorporates the minority student's background and life experience. Consideration of the counselee's world view, personal history and network of social relationships can be a resource for identifying and addressing unmet needs. Such a context also represents an opportunity for the counselor to learn from the counselee.

In light of the scarcity of data about Chicanos and Latinos, counselors face the challenge of designing approaches that avoid stereotyping students or their cultural heritage. Ideally, such approaches will respect the unique experiences of each Chicano or Latino as an individual and demonstrate awareness of beliefs, values and customs particular to their culture.

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[1] Douglas, D. Resource Guide for Career Counseling Spanish-Speaking and Chicano Students. San Jose Community College, 1981, p.23.

*Adapted from original material developed by Francisco M. Hernandez, Talleres del Valle, 1974-81.

While the need to understand the students' culture has been widely accepted, the degree of diversity among Chicanos and Latinos has been less widely understood. If the counselor is able to develop ". . .a rapport and a personal relationship with the counselee that might involve sharing or disclosing personal information",[2] the students themselves can educate the counselor and each other about differences and similarities that exist among them.

The goal of Section One is to provide Chicano and Latino students with the opportunity to explore who they are as individuals, and who they are as a group, before they have to decide who they will be in the world of work. The design of the curriculum is based on a learning model developed in the Chicano/Latino community which can be used by students of all backgrounds.

The learning model is based on the premise that a person's cultural experience is an important resource to be utilized in need resolution. Within the model, people play a role as both teachers and learners by sharing their individual experiences to create knowledge.

In the learning activities that follow, students and counselor(s) function as a group to implement each activity using the individual contribution of each member. The results of this collaboration provide a source of learning about individual and group identity, the influence that people and groups have on each other, and the variety of options available for meeting basic human needs. Listed below are some of the ways in which the learning from this process can be useful in career planning:

1. The career planning process is most effective when it helps students clarify options and strategies for dealing with the 'real world.'

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[2] Ibid., p. 24.

Participation in the group affords students the opportunity to reflect on issues that relate to their cultural background and to their future goals.

2. A full awareness and knowledge of self will facilitate appropriate career choices and aspirations. Against the backdrop of shared experience, the uniqueness of each individual becomes evident.

3. Probability of success upon entering the job market is related to the clarity with which a person can communicate his/her qualifications and experience to potential employers. In the group, each person defines his/her experience on an on-going basis. The sharing of that experience requires the use of one's interpersonal and communication skills.

4. The exchanges and interactions of the group can begin to prepare students for the reality of becoming part of a labor force made up of people of both similar and diverse backgrounds and experience.

5. A person may become the only member of his/her cultural group employed in a particular setting and may be seen as a representative of that group (whether or not s/he is in agreement). It will be particularly important for such a person to have defined a personal and cultural identity.

6. Many of the procedures in career planning require a person to identify values, beliefs, and other personal considerations related to career goals. Self and cultural awareness is the cornerstone to this process.

7. Finally, the concept of el no educates people to the potential barriers they may encounter in the way they see themselves and others that can limit what can be achieved.

Razalogia

Razalogia is an approach for working with cultural groups originally developed by Chicano, Mexicano and Latino community activists, which is based on the belief that members of cultural groups can resolve their own problems or needs by drawing upon the resources that exist within their cultural experiences. It is an experientially-based learning model that involves people as teachers and learners in the process of sharing personal history and life experience related to culture as a way of developing the knowledge they need to meet their individual, family and community needs. Razalogia, as a process, began in 1972 and has evolved into a theoretical model and an educational approach, beyond its original intent of catalyzing a base of knowledge about the beliefs and values of the people known as 'La Raza' in the United States.

The model has been applied in a variety of settings with diverse multicultural populations in the U.S., Mexico and Sweden. Its development into a theoretical framework has incorporated the contributions of people in various fields and disciplines. Since 1980, it has been utilized in the development of curriculum at the university, community college, and high school levels.

The term "Razalogia", is formed by joining two other terms: the word 'Raza', commonly used by Spanish speaking people to refer to themselves, and the Greek root 'logia', meaning "the science or study of". The two words in combination signify "a body of knowledge about La Raza", which is drawn from the life experience of Chicanos, Mexicanos and Latinos.

The origins of this model are rooted in the activism of Mexicanos, Chicanos and Latinos, who began in the 1960's to see the need to unify their efforts to resolve the inequities that faced La Raza in the United States. This concern for community well-being is an important cultural value among the peoples who inhabited the Southwest before it was taken over by the U.S. An identification with the needs of 'la comunidad' continues to be a source of group activism. Early efforts by Cesar Chavez and the United Farmworkers Organizing Committee during 1964-65 made many aware that the issues affecting La Raza existed on a national scale, rather than being merely local in scope.

In 1969, Raza students and community activists organized a conference which drew participants from all over the state to the campus of the University of California, Santa Barbara. The intent of the conference was to translate the experience of the conferees into viable strategies for providing educational opportunities and health services to the Spanish speaking community, which was not receiving them. The pool of knowledge developed during the gathering emerged in the form of 'El Plan de Santa Barbara'. The document outlined needs and strategies, and represents an significant example of community activism among the peoples known as 'La Raza'.

By 1971, some of these who attended the conference and contributed to the development of 'El Plan' became members of the East Oakland, California, barrio known as the Fruitvale. Given the lack of health services in that part of the East Bay, community volunteers and university students came together to organize 'La Clinica de La Raza'. From its initial storefront location, La Clinica has evolved into a licensed facility that provides a multitude of health and community services.

La Clinica's early experience in responding to the health needs of Fruitvale residents and their families identified a significant pattern of social stresses that made community people unhealthy or aggravated an already difficult physical condition. The concern for the mental health needs of the local people motivated La Clinica to develop 'El Centro de Salud

Mental'. The counseling services available from El Centro were provided initially by volunteers who worked on a part time basis. The type of services provided were governed in large part by the ingenuity of the individual counselor. At that time, no unified body of knowledge existed about the mental health issues facing La Raza. The number of people in need of their services grew steadily, and prompted the core group of volunteers to research the current literature in hopes of finding a culturally relevant model for services. Rather than be satisfied with adapting or 'translating' conventional approaches, the group attempted to elaborate a model that recognized and respected the beliefs and values of the culture of La Raza.

Some of the members of the core group began to advocate the development of a model based on the life experience and personal history of all the people in the group of volunteers. Such an approach was a significant departure from traditional strategies for working with cultural groups. To develop a base of knowledge about La Raza as a culture, the workers at El Centro de Salud Mental began by sharing their experiences as members of the many Spanish-speaking culture groups in the U.S.

A premise which was important in the approach utilized by the group was "educare," the Latin root for the concept of education. The root is a combination of the words 'ex' ("out of" or "from within") and 'duce' ("to lead" or "draw"). It can be interpreted to mean that education is: a process in which people are 'led out of' their lack of knowledge; or a process in which people 'draw from within' to educate themselves. The group assessed the relevance of both perspectives and concluded that its members could "draw from within" and teach themselves using life experience.

For approximately a year, the group met on a voluntary basis once a week for three hours, during which every member shared his/her personal history and related experiences that played a role in the concept each had of him/herself. As a collective, the group represented an instructive cross-section of the Spanish-speaking community in age, sex, language, national origin and generation. Working from this pool of shared experience, the group was able to venture a number of generalizations about the beliefs and lifestyles of La Raza:

> CULTURA - people assigned significance to the national origins of their family across generations and retained a sense of identification with those origins in the names they chose for themselves. Although each person in the group might name different ways of identifying themselves (Chicana, Tejano, Colombiano, etc.), each person felt a sense of membership in the larger definition of 'La Raza'. Beyond the connection of personal identity with their origins, people were influenced by prejudice or discrimination directed against them in American society. Cultural identity was seen as a response to being invalidated.

> The significance of the conclusions drawn by the group was in the identification of the value that was assigned to national origins by the people known as 'La Raza'. That value allowed for the diversity of origins of the different groups that make up the 'Spanish speaking' population of the U.S., while simultaneously making accessible to its members a common identity. The literature about La Raza at that time tended to overlook this diversity of national origins, and to focus primarily on Mexican immigrants and their U.S. born children as the sole representatives of the 'Spanish speaking'. The members of the group represented national origins that included, but were not limited to, people of Mexican origin or descent. In order to work effectively among La Raza, the group concluded that consideration needed to be given to the unique origins and experiences of each person.

FAMILIA - Importance was attached to one's membership and role within a number of interrelated family households and systems. Each member of the group related the influence and importance of their immediate family, relatives and close family friends in the development of their concept of themselves. In varying degrees, each person could identify themselves as participants in a family structure that expressed itself on three basic levels:

1. The nuclear, or immediate, family - a single unit of family organization, living in one household and consisting of one or two parents and their children.

2. The extended family - a network of family units related by blood or kinship functioning in support of all of its members. This system of relations was characterized by frequent contact of its members across generations and households in which everyone beyond adolescence shared responsibility for the well-being of the family system as a whole.

3. The bonded family - The ways in which the above families were organized allowed for the inclusion of people into the family who might not be actually related by blood or kinship, but were considered 'family' on the basis of the trust and affection they had developed with family members. Such persons were generally referred to as "gente de confianza" (literally 'people who are trusted').

The different types of family organization related by the group identified some important considerations in working with Raza individuals and groups. Family membership among Spanish speaking peoples can be maintained over a lifetime. A person's position in the family hierarchy constitutes a series of responsibilities and functions that are to be assumed on the basis of family needs, rather than personal preference.

The family became a source of role models and reference points as the principal source of learning for a child prior to attending school. The family is also closely related to culture and community. It is in the family that people first learn cultural values, such as respeto (respect) for people on the basis of their age or gender. Involvement in neighborhood activities or issues provided a first glimpse into the responsibilities of people as members of communities.

Working effectively with the members of the Raza community implied an awareness of the individual as an interacting member of a simple or complex family structure. Failure to consider such an important context limited the resources a person had available.

COMUNIDAD - The responsibility of people to demonstrate a concern for the well-being of the community is a cultural value that provides the impetus for cooperating with others in efforts to resolve common needs. In relating individual experiences, each group member cited the prevalence of a sense of community identification with and resonsibility for their home communities. Those from rural areas acknowledged having this orientation as did those from urban or suburban areas. Living in a particular neighborhood in which the majority of residents were Spanish speaking might partially account for this predisposition, but the need to be involved on behalf of one's community endured if that person left his/her home area. The concept of 'comunidad' is a bond or 'social glue' among people. Strangers can become acquainted through the commonality of participation. People working together evolved mutual support systems and used their skills at enlarging networks already in existence to incorporate others.

A sense of common membership or responsibility is an important resource that is potentially accessible in the experience of Raza people, whether indigenous, immigrant or U.S. born. This values the expression of one's commonalities with others in the form of participation or activism on behalf of the common good that benefits both the individual and the group. People who work with the Raza community need to keep this sense of community in mind as a resource.

It is important to review the process used by the group and the steps taken initially in that collective effort to develop knowledge from cultural experience. The structure which was used incorporated a series of activities in which each person had a part that represented an early elaboration of the Razalogia learing model. It is equally important to make note of the original intent: to develop a base of knowledge about La Raza which could provide a starting point for the evolution of a model relevant for working with Chicano, Mexicanos and Latinos in the U.S. Each time the model is used, it begins with the development of a base of knowledge utilized to share the cultural experiences of its members

From the pool of experience that is compiled, the group and its members can extrapolate knowledge which is potentially of use in meeting their needs. It is in this same manner that the model is implemented in the curriculum.

In summary, the model works as follows: First, each person draws from what s/he knows best--personal experience; in doing so, the person uses a resource that not only reflects personal identity (quien soy yo - who

I am) but reflects each person as an interacting member of families and communities as well (quien somos - who we are).

Second, each member of the group shares his/her personal experience with the others to compile the initial base of knowledge. This second step is critical; in the action of self disclosure, each person becomes a 'teacher' of the others. Third, the base of knowledge that is developed by the group enables everyone to acquire new knowledge about themselves individually and as a whole. Within this outcome, everyone is simultaneously a learner.

El No

El no is the name given to a number of ideas that were developed into a 'tool' using the Razalogia learning model. It is referred to as a 'tool' because it can help determine if stereotypes or patterns of negative thinking are being reinforced by the things people say or do. This concept is useful in becoming aware of the limitations people impose on themselves or others.

Simply, el no illustrates how people, consciously or unconsciously, promote a mental picture of themselves as being powerless or not able.

El no was first identified in 1974 through a collaboration of workers from El Centro de Salud Mental and Talleres Del Valle. In exploring more effective ways of working with people, the group became aware of cycles anyone can fall into, that convey an image that denies respect for who people are, what they know, or what they can do.

The concept was developed further through the incorporation of examples identified by groups using the Razalogia learning model. Its relevance to all people was acknowledged in 1978 during a series of workshops with human service workers in Sweden, who confirmed that these patterns of self and group doubt occurred in their country as well. It is important to emphasize that el no has been further developed as a result of people's willingness to identify and share instances in which they (or someone else) had an experience that fit the pattern of invalidation.

The pattern represented by el no occurs on four basic levels:

1) Personal Level - el no is reflected in the statements people make or the way in which they decribe themselves. A common form in which people may reflect el no is through statements that begin "I can't..." For example, when a person says, "I can't change the system," s/he accepts and promotes a self-image as "not able" or "powerless."

2) Interpersonal Level - the way one person sees or characterizes another which denies his or her capability or self worth. The message that is communicated usually begins with the assertion "you can't..." Poor and minority students report instances in which a high school counselor or advisor has potentially discouraged them from pursuing a college degree by saying, "You can't handle college level work." The same message of inability can be communicated through actions rather than words. If a person is having difficulty completing an application form, and asks for help by saying "I can't fill out this form," another person may help and fill it out. However unintentionally, the second person has confirmed the original "I can't" by saying, "That's right. You can't do it. I have to do it for you."

3) Collective Level - the types of characteristics, traits or descriptions a person uses in reference to the group of which s/he

is a member can express el no. The group as a whole is invalidated by statements that say "we can't..." Sometimes, when invited to develop knowledge out of the experience of its members, a group may respond "We can't develop knowledge from our experience because we don't know anything." This perspective disregards the the value of individual and group experiences. The image of "not able" is assigned to individual members and the group as a whole.

4) Categorical Level - groups of which the person is not a member are assigned images of powerlessness or attributes not considered acceptable by the individual. "They can't..." is the way in which these "others" are described. Statements such as "Men can't understand women," or "These students can't learn" deny the possibility of any change or action.

Expressions of el no are not limited to statements of I can't you can't, we can't, and they can't. Listed below are other ways in which el no may be expressed.

NO SE - La gente niega saber.
I DON'T KNOW...People deny they know.

NO SOY - La gente niega ser.
I'M NOT...People deny they are.

NO TENGO - La gente niega tener.
I DON'T HAVE...People deny they have.

NO VALGO - La gente niega valer.
I'M NOT WORTH...People deny their value, or worth.

NO CREO - La gente niega creer.
I DON'T BELIEVE...People deny they can believe.

NO DEBO - La gente niega aceptar obligaciones para ellos mismos y otros.

I SHOULDN'T...People deny their obligation to themselves/ others.

By using various forms of el no, people characterize themselves as lacking a particular capacity in the definition of who they are, of not having needed quality or trait. The result is a sense of powerlessness (no poder). This invalidation of self can encompass putting down one's identity, history, origins, personal worth, beliefs, or social responsibility.

The routine repetition of these patterns limits the options or alternatives people have available. The images of self or others as not able or capable restricts what people can expect from one another, and become obstacles which eventually affect everyone. Accepting and repeating el no is a way for a people to limit their own educational and career aspirations, and to exert a negative influence on the achievement and aspirations of others.

An awareness of el no and knowledge of how el no affects people is the first step to learning how to avoid it or minimize its impact. Once el no is recognized, the individual has the option of substituting "Si, se puede" (It can be done.)

In order to promote a "Si, se puede" attitude among your students, encourage them to identify cycles of negative thinking (el no) in their personal communications. By doing this, you will identify the point at which you can intervene with a positive alternative.

PART II - IMPLEMENTING THE MODEL

A. Knowledge Needed by Instructors

This section of the career planning curriculum provides a theoretical background for the Razalogia model and precise instructions for groups activities. However, as in any instructional setting, more knowledge is required of the instructor than what is provided by the text. Listed below are the skills, knowledge, and attitudes that are necessary to successful implementation of this model.

SKILLS

- group facilitation skills
- ability to listen and to summarize student input
- conflict resolution skills
- ability to communicate in Spanish or English depending on the language preference of the group
- ability to translate if necessary
- ability to model exercises for students by sharing own experience
- ability to document knowledge generated by participants
- ability to use visual aids as required

KNOWLEDGE

- knowledge of group dynamics and group process
- familiarity with history of Chicanos/Latinos in U.S. and elsewhere
- understanding of the concepts of self, culture and family
- self-awareness and self-knowledge
- understanding dynamics of self-disclosure

ATTITUDES

- respect for the experience and the opinions of others
- willing to share own experience and participate in the group activities
- trust in the model as a means of generating self and group knowledge.
- appreciation for Latin culture
- belief in the benefits of a multi-cultural society
- willingness to be flexible and allow the group process to occur rather than keep the class on a strict timetable

B. General Procedures

USE OF GRAPHICS AND DOCUMENTATION

The implementation of Razalogia requires use of large sheets of paper, masking tape, and colored markers. A large size flipchart pad is the best paper to get, but news print is also possible.

Wall charts/sheets are used to:

1. Post graphics, i.e., individual or groups of sheets illustrating concepts are posted to support presentations

2. Record input of participants; the experience shared within the learning community is documented by (a) facilitator and (b) small groups

3. Provide an on-going visual reflection and representation of the progress of the learning community

4. Constitute a record (documentation) of the knowledge base developed by learning community from which typed copies can be made if desired

The assortment of colored felt markers is used:

1. By facilitator to draw the prepared and 'live' graphic teaching aids

2. By the facilitator to use in filling out the wall charts or to document participant input

3. By participants to document own process in small groups

The masking tape is used:

1. To post the sheets which the facilitator uses to illustrate presentations

2. To post newsprint sheets drawn up by small groups

GROUP WORK

The success of this curriculum depends in large part on students being able to work together in groups. Small groups document, post and report summaries of their work to the whole class through their own spokesperson after each learning activity.

Group Responsibility:

1. Document responses of each group member on wall sheet
2. Summarize their group's work
3. Designate a spokesperson
4. Post and report their summary to the whole class

Process:

1) Facilitator invites volunteer to present report to initiate reflection
2) Group spokesperson may report in any order they wish
3) After each groups' report, facilitator invites additional comments from members of that group
4) Facilitator invites comments, questions, opinions from whole class

DOCUMENTATION

The facilitator is responsible for recording on wall sheets and keeping the documentation developed from each learning activity. This requires:

1. Documenting participants' responses on wall charts

2. Documenting each sheet produced by noting on sheet (a) date - day, month, year; and of activity in process

3. Transferring documentation from wall sheets to 8 1/2 x 11 sheets to make copies for participants

4. Maintaining notebook of documentation in chronological order

5. Distributing copies to all participants at subsequent sessions of the class

SEATING ARRANGEMENTS

At the end of the first session, the learning community is asked to examine:

1. The seating arrangement of a conventional classroom (arranged in rows)
2. The location of the instructor in a conventional classroom and his/her relation to each person in the room
3. The extent to which a conventional classroom arrangement allows people to see/connect with each other

Participants are asked to come in to the next class session prepared to:

1. Rearrange the seating in the classroom in a semi-circle facing the wall used to post the graphics or newsprint sheets
2. Arrange seating so that each person has an unobstructed view of everyone

The purpose of arranging the seating in half or semi-circle is as follows:

1. To physically represent the circular process of developing knowledge that takes place in the use of the learning model
2. To make it easier for everyone in the class to see one another

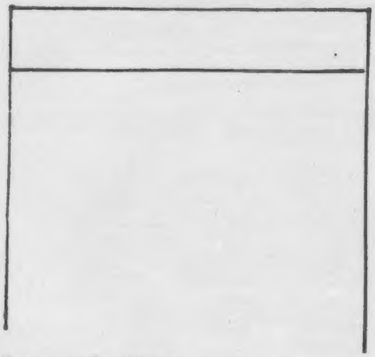
3. To facilitate eye contact between the facilitator and the other participants

INSTRUCTIONS FOR PREPARING ALL SHEETS USED IN DOCUMENTATION OR WALL CHARTS*

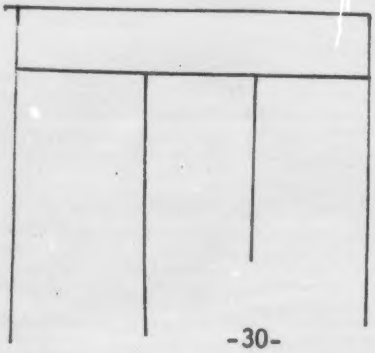
- Use newsprint sheets or 'flip chart' paper (size-approximately: w/22" x 1/28") for preparing wall charts or for documenting participant input during reflection.

- Take a sheet and, using a light colored marker, draw a line straight across the paper approximately six to eight inches from the top. This is the space within which the title and instructions are to be drawn.

The sheet used for documentation should look like this:



Draw lines at equal distances from each side of the paper running vertically to create columns of approximately equal size. The sheet should look like this:

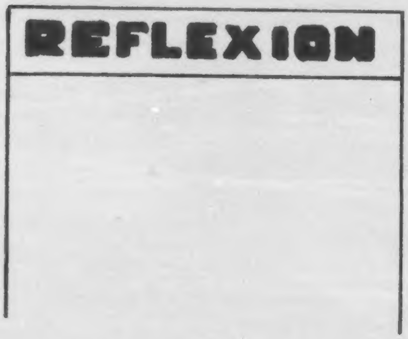


- Repeat these steps with each sheet used for documentation, or if making wall chart, until you have sufficient sheets to accommodate needed columns. Each sheet will accommodate three columns of approximately equal width. When joined together, all the sheets will make up one continuous chart to be taped to the wall.

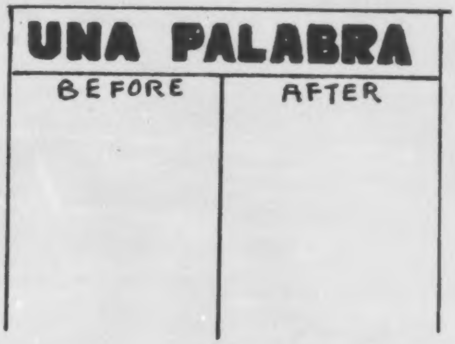
- Within the space created aross the first two or three sheets, draw in the name of the learning activity (ex: "Quien Soy Yo"; "Quien Somos"; "Una Palabra"; "Reflexion", etc.) as a heading.

- Be colorful, creative and as visual as possible. SI, SE PUEDE. Invent or use your own style of lettering.

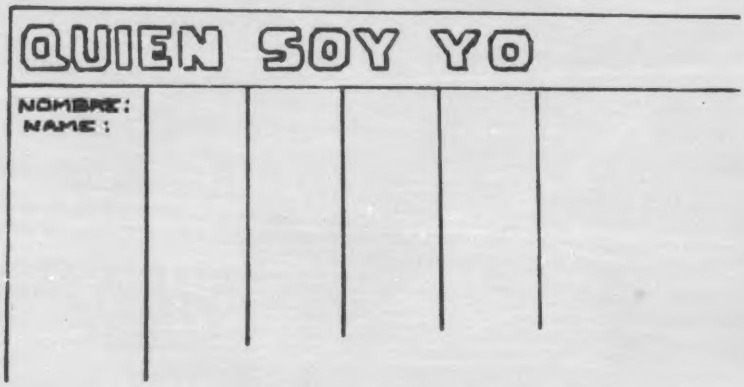
Your sheet for documentation should look like this:



OR



The conocimiento wall chart should look like this:



C. Suggestions for use

The cultural and self-awareness curriculum can and has been used in a wide variety of settings. It has been suggested as an introduction to career planning because of the opportunity it affords students to define themselves and to assess where they have come from--both prerequisites in making meaningful decisions about future directions. A few suggestions for use of this portion of the curriculum follow.

ORDER. As part of a career planning curriculum, the Cultural and Self Awareness materials definitely belong at the beginning. A class that has completed the group work in this section will be more prepared for group and cooperative activities in other sections. An individual who has examined the broad question "who am I?" will be prepared to answer that question in terms of a career.

The learning activities within the Cultural and Self-Awareness section are arranged in a meaningful order has proven successful in several field test classrooms. However, the activities can be rearranged at the discretion of the instructor. Other material may be included at the suggestion of the students or instructor, and, of course, some of the activities may be omitted.

LANGUAGE USE. The learning activities may be done entirely in English or Spanish. They may also be done with mixed group of English and Spanish speakers. The facilitator translates all student input and all directions. Wall charts are organized in a bilingual format.

LENGTH OF CLASS MEETING. The Razalogia model is time consuming and works best of each class session is at least one and a half hours long. The material works well in three hour sessions, or in longer sessions such as all-day workshops.

ADAPTATION OF MATERIALS. The learning activities presented here are designed to generate self and cultural awareness. However, the Razalogia model may be adapted to other areas as defined by the needs of the participants.

PART III. LEARNING ACTIVITIES

A. INTRODUCTION TO LEARNING MODEL*

Time: 50 minutes

Materials: Facilitator - wall sheets, tape, felt markers

Objectives: 1) Student will contribute his/her own experience and knowledge in relation to events and dates cited by facilitator.

2) Student will be able to define Razalogia and discuss its origins.

Process: Introduce class, goals, objectives and learning model as discussed in Part I.

Make presentation on history of Razalogia citing the following events and dates:

1965 . United farmworkers organizing committee activities receive attention of national media.

1969 . Statewide conference of Chicanos develops 'El Plan de Santa Barbara' to address community needs.

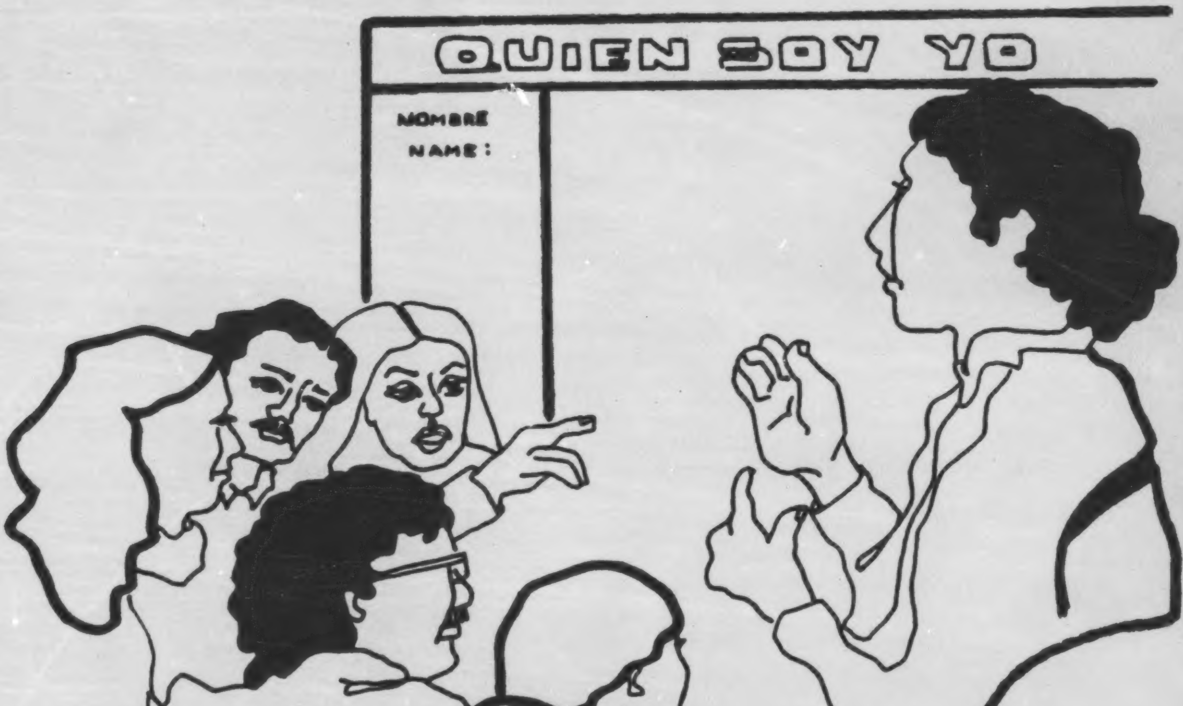
1971 . Chicanos, Mexicanos and Latinos in one particular community (The Fruitvale barrio of East Oakland) volunteer to organize 'La Clinica De La Raza'.

*Adapted from original material developed by Francisco M. Hernandez, Talleres del Valle, 1974-81.

1972 . Concerned with mental, as well as physical health, a group of activists at 'La Clinica' establish "El Centro de Salud Mental." In the process of searching for relevant counseling for their community, they began to develop the Razalogia model.

Upon citing each event and date, ask students to relate own awareness, knowledge or experience to history and origins of learning model.

Documents input of participants on wall sheet.



B. RAZALOGIA IN QUIEN SOY YO/RAZALOGIA IN WHO I AM?*

Time: 30 minutes

Materials: Facilitator - wall sheet, tape, felt markers

Objectives:
1) Students will be able to write description of self.

2) Students will take part in group process by (a) contributing a self-description (b) reading another student's description aloud (c) defining what they learned from the experience.

3) Students will observe how descriptions they generate individually reflect the following (a) culture (b) family (c) community.

4) Student will be able to define own role in conducting class and using learning model.

Process: Facilitator asks class as a whole to participate in demonstrating three sources of knowledge reflected in personal identity.

Each student writes a self description using at least three terms of own choosing. All styles of description are valid; students are requested not to write their names, but to include date, location and gender.

All descriptions must be completed in five minutes and given to facilitator who shuffles and redistributes papers among students.

Each student reads descriptions listed aloud.

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*Adapted From original material by Francisco M. Hernandez, Talleres del Valle, 1974-81.

Facilitator arbitrarily selects and lists descriptions which reflect:

(a) Culture (column one - ex: "Latina")
(b) Family (column two - ex: "father of two boys")
(c) Community (column three - ex: "born and raised on the Eastside")

The wall sheet is divided into three undesignated columns as shown below:

Columns I	Column II	Column III
o Latina	o Father of two boys	o Born and raised on Eastside
o Chicano	o Wife and mother	o Ex-pinto
o Salvadoreno	o A good friend	o Student body president

Class is asked to guess, from types of decriptions listed in columns, what each column represents. The facilitator confirms that each column reflects dimensions of culture, family, community, which are used as source of knowledge within the learning model.

Students identify what they learned through activity. The facilitator documents students' comments on wall sheet.

C. THE CONCEPT OF EL NO*

Time: 1.5 hours

Materials: Facilitator - wall sheet visual illustrating el no, wall sheets, tape, felt pens.

Objectives:
1) Student will be able to define concept of el no.
2) Student will be able to assess validity of concept in own experience.
3) Student will be able to identify instances in which s/he or others express el no.

Process: Introduce concept developed in Part I and cite example of how each level is expressed by people, groups or communities. Ask students for examples they know or are aware of and document each. The following drawing can be adapted and placed on a wall sheet for illustration, or the facilitator may present the concepts without illustration.

Class organizes into small groups of four; each group member discusses (a) own experience with el no in relation to his/her career goals/aspirations; (b) potential strategies for dealing with el no.

Input of each member is documented. Summary of groups work is presented to class.

Class discusses what they learned from the activity.

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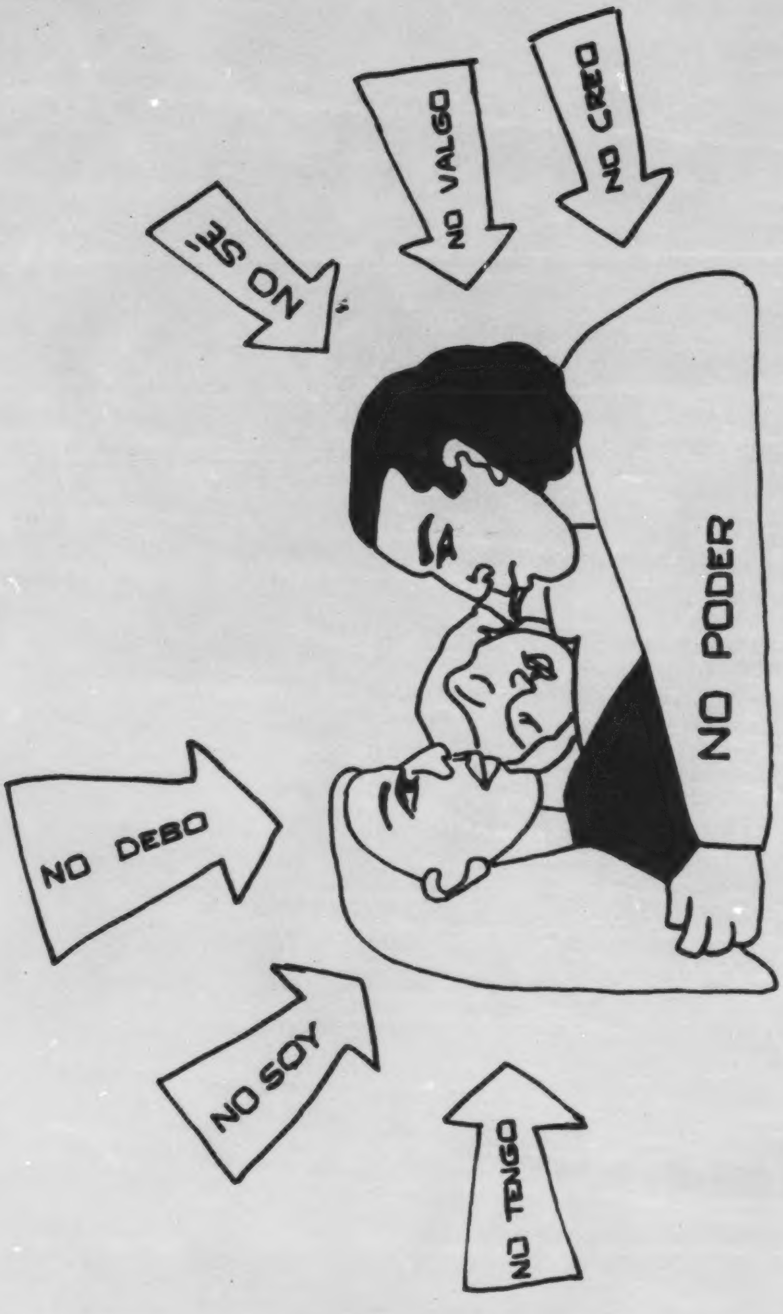
*Adapted From original materials by Francisco M. Hernandez, Talleres del Valle, 1981.


NO PODER
NO SÉ
NO VALGO
NO CREO
NO DEBO
NO SOY
NO TENGO

D. QUIEN* SOMOS**

Time: 50 minutes

Materials: Facilitator - wall sheets, tape, felt markers

Objectives: 1) Student will inform group of his/her:

- a. concept of group identity
- b. identity or self concept
- c. motivation for present involvement
- d. feeling(s) experienced in participation

2) Student will define and identify learning acquired through participation.

Process: Facilitator asks students to begin drawing from their personal experience to implement the learning model.

Each student expresses view of:

1. Identity of class as a whole (quien somos - who we are)
2. Own identity (quien soy yo - who I am)
3. Reason for being part of class
4. "Gut-level" feeling upon contributing own experience using a word, phrase or statement.

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*grammatical note: The exercise is named quien somos to emphasize the group as a single entity, rather than the grammatically correct quienes somos.

**Adapted from original material by Francisco M. Hernandez, Talleres del Valle, 1981.

Facilitator documents responses to items 1-4 in respective columns on a wall sheet.

Facilitator asks student to review responses and comment on:

1. The ways in which people define the group identity.
2. The ways in which individuals personally identify themselves.
3. The types of reasons people have for participation.
4. How each feels about what s/he is doing.

Facilitator documents input and reviews for the class the process followed in the activity:

1. People drew from their individual experience.
2. They shared views of self and others.
3. They defined knowledge acquired through shared experience.

Class is informed that learning activities to follow will utilize this sequence of steps to implement the learning model.

E. QUIEN SOY YO*

Time: 1.5 hours

Materials: Facilitator - wall charts used in small group activity, tape, felt markers.

Objectives: 1) Student will form part of a small group to share:
    a. own cultural experience and background
    b. own motivations, aspirations and goals.

2) Students will generate a data base from the input in small groups, reflecting commonalities and difference among them.

Process: Students meet in small groups of eight, post and fill in wall chart designed to promote sharing of members' background and experience.

Facilitator models use of chart by filling in each column, using own experience, and clarifies type of information requested by each column. (All responses - even blanks, are acceptable). While group members are filling in chart, others may ask questions or request elaboration.

After activity in small groups, class reassembles to identify learning acquired from activity. Input is documented by facilitator.

Instructions for wall chart

Use four large wall sheets, dividing each one into three columns as illustrated below.

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*Adapted from original material developed by Francisco M. Hernandez, Talleres del Valle, 1974-81.

Number:

1. Name
2. Birthdate/place of birth
3. Where I live now
4. Culture or ethnicity
5. Generation you represent in United States
6. Languages(s)
7. Why did you sign up for this class?
8. What do you want from this class?
9. What do you have to offer this class?
10. Present major or area of interest
11. Career goal
12. Life goal

F. LIFE EXPERIENCE IS KNOWLEDGE*

Time: 2.5 hours

Materials: Facilitator - wall sheets, tape, felt pens

Students - copy of booklet Life Experience is Knowledge in Spanish or English.

Objectives: 1) Students in pairs will define and exchange each's experience and views requested by booklet on the following topics:

a. culture
b. family
c. community
d. preferred interpersonal style
e. respect
f. mutual confidence/trust

2) Student will define and share learning acquired from activity with:

a. partner
b. class

Process: Facilitator informs class of learning activity in two parts which provides students opportunity to experience the validity of the learning model for themselves and assume the role of teacher-learner on a one-to-one basis with another class member.

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*Adapted from original material developed by Francisco M. Hernandez, Talleres del Valle, 1981.

Facilitator provides instructions:

1. Each person chooses someone in the class they don't know (or know only slightly) to form a pair.*

2. Each person is given choice of booklet in Spanish or English

Booklet is used as follows:

1. Either partner begins by reading the first page of text aloud to the other.

2. Next page is read aloud by other partner.

3. Partners continue to alternate reading pages aloud to completion.

4. Text asks partners to share each's view or idea of themes or concepts cited in booklet (example: 'How do you define culture?') or any other related points.

5. When discussion on this topic is completed, pair proceeds to next page, to completion.

Ground rules for activity:

1. Pairs may find own location in which to do booklet if they agree to monitor own time and return after an hour.

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*facilitator: emphasize simplicity of instructions; students may experience fear or confusion at having to select a partner. If group size is odd number, person without partner may: (a) select facilitator as partner; (b) join a pair to form a trio.

2. Each pair is to proceed at own pace and concentrate on exchange, rather than on trying to complete activity.

Upon completion of booklet, pair will return to class; each partner describes feelings about experience using Una Palabra* twice to:

1. describe how s/he felt before activity (upon hearing instructions)

2. describe how s/he feels after activity (after exchange with partner)

Facilitator documents 'before-after' descriptions on wall sheet.

Facilitator asks class to comment on similarities or contrasts of 'before-after' descriptions, documents input.

Facilitator asks partners to review their experience and share any or all of the following:

1. new knowledge about self
2. new knowledge about partner
3. new knowledge acquired from experience exchange.

Facilitator documents input to closure.

Note: Booklet pages are meant to be cut in two after copying and assembled with a coover in the appropriate language.

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*Una Palabra literally means "one word". See structural exercises which follow.

G. FAMILY CAREER HISTORY*

Time: 2-3 hours

Materials: Facilitator - Paper, tape, felt pens
Personal and Family Work History

Students - Group Job Chart (one for each 8 students)
handout on career clustering

Objectives: 1) Students will be able to identify career patterns of their respective families and themselves.

2) Students will become aware of significant others (mentor) in their own career development.

3) Students will be able to identify career clusters which incorporate the jobs listed by the group.

Process: In order to get students thinking and perhaps researching their family history, pass out the Personal and Family Work History (II:4:6) to be completed as homework. The next class meeting put up a wall chart with categories for Group Job History (II:4:7). As facilitator shares your family information first, filling in and explaining each category on the chart. Then each student is asked to share information both verbally and in writing about individual and family work history.

Once the chart is filled, the students are asked the following questions:

*Please read Part IV. Transition to Career Planning prior to doing this exercise.

1. What patterns do you see?
2. What could parents have done given the conditions of their time?
3. Given conditions for you, what can you do to see you reach your goal?

Give short lecture on career clustering and pass out handout on the clustering system you are using. Then ask the following questions:

1. In what clusters are most of the jobs or careers located, i.e., farming, psychology, business, etc.
2. Is there any career area not represented?
3. What is the difference between a job and a career? Do you see more jobs or careers on the chart?

H. QUIEN SOMOS COLLAGE

(Closure Exercise)

Time: 1 1/2-2 hours

Materials: Facilitator - Paper, tape, felt pens, crayons

Objectives:
1) Students will express visually what the class has meant to them.
2) Students will share how what they have learned will be carried into the future.

Process: PHASE A

Facilitator invites participants to illustrate on the wall sheet, what the class has meant to each of them.

Each individual shares his/her drawing with the group.

Other students are encouraged to comment or ask for clarifications.

After all have shared, students are asked to draw conclusions on what was expressed.

PHASE B

Ultima Palabra/Last Word

Facilitator asks each student to share one last word or comment and to record it on the collage.

The class thus concludes with a visual image of their individual and collective experience.

STRUCTURAL EXERCISES

1. QUE QUIERO/WHAT I WANT*

Time: 1.5 hours

Materials: Facilitator - wall sheets, tape, felt pens
Small groups - wall chart

Objectives:

1) Student will participate in small group to define own goals and ground rules for class.

2) Student will define for small group the following:
   a. goals for class in relation to career
      1. attitudes s/he wants to develop
      2. knowledge s/he wants to develop
      3. skills s/he wants to develop

   b. ground rules for class (expectations of how people will function or act towards one another throughout class--mutual respect, breaks, arriving on-time, etc.)

3) Student will identify for class, what s/he learned from this activity.

Process: Small groups meet for approximately 30-45 minutes; each member shares with group information requested by wall chart. Group is responsible for:

1. documenting input of each member on chart
2. preparing a summary of group's work to report to class.

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*Adapted from original material developed by Francisco M. Hernandez, Talleres del Valle, 1981.

2. A WORD/UNA PALABRA*

Time: 10-20 minutes

Materials: Facilitator - wall sheets, tape, & colored markers

Objectives: 1) participants will share with the group how they feel at the moment.

Process:

Facilitator asks each member for a word or phrase that described how they feel. Any response is acceptable - enthused, angry, ready for lunch.

Facilitator documents the responses on the wall sheet.

This exercise is a way of taking stock of where everyone is at key points in the class.

A word may be incorporated into any lesson.

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*Adapted from original material developed by Franisco M. Hernandez, Talleres del Valle, 1974-81.

3. REFLECTION/REFLEXION*

Time: 15-45 minutes

Materials: Facilitator - Wall sheets, tape, & colored markers

Objectives: 1) Participants will share what they learned from the previous session or what was significant for them.

Process:

Facilitator asks class members what they remember or what was important to them from the previous session. Each class member may be asked individually or a few students may volunteer.

The facilitator documents the responses on the wall sheet.

This exercise is very simple but is helpful in that it does provoke thought, analysis, and discussion.

Reflection may be done over and over again as a part of any or all class sessions.

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*Adapted from original material developed by Francisco M. Hernandez, Talleres del Valle, 1974-81.

PART IV. TRANSITION TO CAREER PLANNING

After doing the exercise Life Experience is Knowledge, students will have completed about ten hours of group process using the Razalogia model. If the objectives have been met, each student will have shared his/her cultural identity and experience and that will have become part of the base of knowledge developed by the group. Each student will have participated both as a teacher and a learner. Students will have respected each other's experience while clarifying their individual values and beliefs. Students will have a conceptual tool, el no, which man help them identify barriers to their goals and aspirations.

The results of group process will vary, since they depend on the experience of the group; however, the following changes were observed in students who participated in the field test:

-- Students began to identify as a group. There was a sense of community and group support.

-- Through sharing experiences that were both similar and different, students became more tolerant of each other's point of view.

-- Students began to identify el no when they recognized it in themselves and others.

-- Students began to assume responsibility for the content and structure of the class.

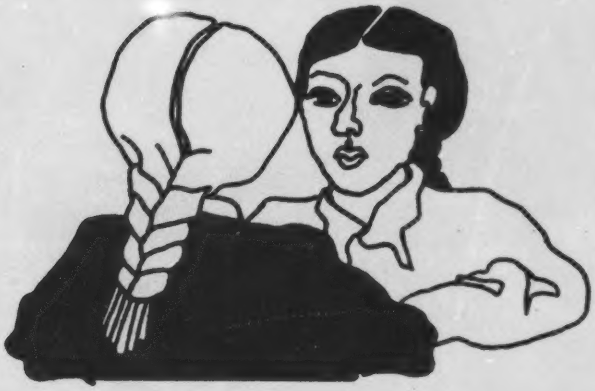
At this point, students are ready to make the transition from self and cultural awareness to career planning. Since they have been reflecting on who they are in a cultural context, they can begin to reflect on who they are in relation to the world of work. The Family Career History provides a good transition since it requires students to consider where they are, where they came from, and where they want to go in the world of work. The Self-Assessment and Hispanics in the Work Force units also provide students with tools for answering this question.

Students who have a sense of who they are will have a perspective from which to consider the vast amount of career information available. Units such as Assessment of Jobs and Organizations and Economic Awareness are now appropriate.

Students who have become active participants in class are exhibiting a willingness to work on task and to be self-directed. They may be ready to develop action plans, in which case the Decision-Making and Planning section provides a logical continuation. When students are ready to move into an active role in the labor market, the Job Search and Job Success section wil be useful.

I:1:1:E

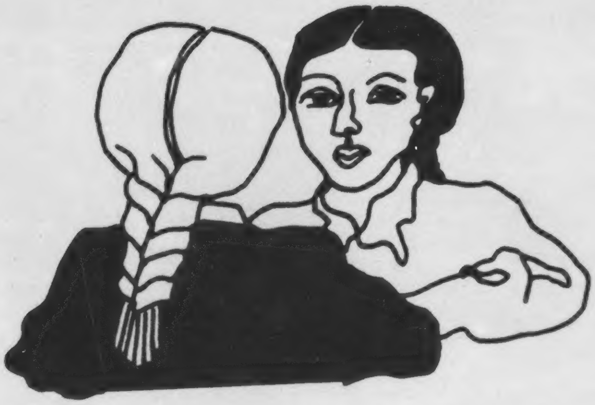
LIFE EXPERIENCE IS KNOWLEDGE*



Reprinted from booklet by Francisco M. Hernandez, Talleres del Valle, 1981.

I:1:1:S

LA EXPERIENCIA ES ESCUELA*



Reimprimido del librito de Francisco M. Hernandez, Talleres del Valle, 1981.

- This is an exercise designed to begin a process by which people can educate one another.

- It is for everyone to use and become a learner and teacher of one another by drawing from our own life experiences.

- Each person can make the exercise work using the concept of "educare"--the original root word for "education".

- Educare means"to draw from within--which means everyone can "draw from within" to build knowledge.

- Of course, no one is obligated to take part if they are not comfortable doing so.

- What do you think of the idea of using your life experience as a way to learn from and teach ourselves?

- Dicuss this with your partner.

- How do you feel doing this exercise with your partner?

- What do you need to feel comfortable sharing your life experience?

- How do you define the following? (a) respect (b) confidence or trust.

- Another goal is to have an exchange of your life experience in relation to the following:

  I. culture
  II. family
  III. community

  And how these have figured in your own life.

- For example: What is your "culture"? i.e., what culture do you identify with?

- What is the significance or importance of culture for you?

- What role has culture played in your development? (positive or not positive)

- Another aspect of experience that we wish to explore is the concept or idea of "family" at various levels:

  (a) Your nuclear family (dad, mom and kids)

  (b) Your extended family (parents, grandparents, relatives, etc.)

  (c) Your "bonded" family (people you consider family, though not actually related to you.)

- How do you define the concept or idea of "family"?

- What family system (nuclear, extended, etc.) was part of your experience?

- What role did your family play in the concept you have of yourself?

- Did you have "bonded family" members?

- What is your father's last name?

- What is your mother's last name?

- What is your name? Is your name the same as another member of your family?

- Has your name or surname changed at any point?

- What is the size of the family you grew up in? (number of brothers and sisters)

- What generation do you represent? (how long has your family been in U.S.?)

- What language(s) is spoken in your family?

- What customs or traditions are maintained by your family?

- Do you identify with the concept of "community?" what is the importance of your community for you?
- Where are you from orignally?
- Where do you live now?
- Where do you go to school?
- Where do you work?

- Review what was shared during the exercise.
- How did you feel before doing the exercise? How do you feel afterwards?
- What did you learn about: (a) yourself (b) your partner (c) the process of learning from shared life experience.

- How has the impression you had of your partner before doing the exercise changed?

- What did you find the easiest about the exercise.

- What did you find most difficult?

- Muchas gracias!

- Si se puede!

- Este es un ejercicio cuyo fin es de iniciar un proceso por el cual educarnos mutuamente.

- Es para que todo mundo pueda aprender y educar usando su propio conocimiento.

- El ejercicio se hace funcionar usando el concepto de "educare" - la palabra raíz del concepto de "educación."

- Educare quiere decir "sacar de si mismo" - que todo mundo puede sacar de si mismo para crear conocimiento.

- Por supuesto, nadie está obligado a compartir su conocimiento si no le parece.

- ¿Qué le parece a usted el propósito de usar su conocimiento como medio educativo?

- Discuta esto con su compañero/a.

- ¿Cómo se siente al participar con su compañero/a en este ejercicio?

- ¿Qué requiere usted de su compañero/a para sentirse cómodo/a compartiendo su conocimiento?

- ¿Qué es para usted (a) el respeto (b) la confianza?

- Otro fin que se busca lograr es un intercambio de experiencia acerca de lo siguiente:

  I. cultura
  II. familia
  III. comunidad

  Y cómo han figurado éstas en su vida propia.

- Por ejemplo: ¿Cuál es su cultura? O sea,¿con cuál cultura se identifica usted?

- ¿Cuál es la importancia o significado que usted ve en su cultura?

- ¿Cuál ha sido el papel de su cultura en su formación? (positivo o no positivo).

- Otro aspecto de nuestra experiencia para explorar es el concepto o idea de "familia" a varios niveles:

  (a) Su familia de origen (familia nuclear-padre, madre e hijos)

  (b) La familia extendida (padres, abuelos, tíos, parientes)

  (c) "familia de confianza" (gente que consideramos familia aún cuando no son parientes verdaderos)

- ¿ Como define usted el concepto o idea de "familia"?

- ¿ Cual sistema familiar (nuclear, extendida, etc.) fue parte de su experiencia?

- ¿ Cual es el papel de su familia en cuanto a el concepto que usted tiene de si mismo?

- ¿ Tiene usted "familia de confianza"?

- ¿Cuál es el apellido de su padre?

- ¿Cuál es el apellido de su madre?

- ¿Cuál es su nombre? Tiene usted el mismo nombre que otro miembro/a de su familia?

- ¿Ha cambiado alguna vez su nombre o apellido?

- ¿ Cuál es el tamaño de la familia de orígen (cuantos hermanos?)

- ¿Cuál generación en los EE.UU. representa usted? (cuanto tiempo tiene su familia en los Estados Unidos?)

- ¿Cuál idioma(s) se habla en su familia?

- ¿ Cuáles costumbres o tradiciones se mantienen en su familia?

- ¿Se identifica usted con el concepto de "comunidad"? Qué significado tiene su comunidad para usted?

- ¿De dónde es usted originalmente?

- ¿Dónde vive ahora?

- ¿Dónde estudia usted ahorita?

- ¿Dónde trabaja usted actualmente?

- ¿Ahora, haga un repaso de lo que se compartió dentro de el ejercicio.

- ¿Cómo se sintió al principio del ejercicio? Despúes?

- ¿Qué aprendió usted de: (a) si mismo (b) su compañero/a (c) el proceso de conocimiento?

- ¿ Como ha cambiado la impresión que usted tuvo de su compañero/a antes de hacer el ejercicio?

- ¿ Qué fue lo más facil de este ejercicio para usted?

- ¿ Qué fue lo más dificil?

- ¡ Muchas gracias!

- ¡ Si se puede!

Section II :

CAREER AWARENESS

Denise Douglas
Josie Mendez-Négrete
Stelvio Locci

UNIT I. SELF-ASSESSMENT

Time: 3.5 hours

Objectives:

- Students will be able to discuss and define the concepts of skills, personality types, goals, and values.
- Students will assess their own skills, personality, goals and values and their relationship to career choice.

A. Your Skills With Data, People, and Things

Time: 40 minutes

Materials: For Students

What Skills Do You Already Have?

Working with Data, People, and Things Checklist

Your Skills Inventory

For Instructors

Dictionary of Occupational Titles (From your career center or library).

Objectives: 1) Students will be able to identify skills they currently have.

2) Students will be able to describe the way they currently function with data, people, and things.

3) Students will identify skills they would like to develop.

4) Students will identify transferable skills in themselves and others.

Activities:

1. Complete What Skills Do You Already Have? in class or as homework. Review and discuss student's skills from home, school, and community activities. Define and discuss the term "transferable skills."

OPTIONAL EXERCISE:

List of accomplishments: Have students list 5 - 10 things they are most proud of having achieved in their lives. Two students pair up and read their lists to each other. The listener helps the reader analyze the skills used in each accomplishment and decide if the skills involved data, people, or things. (30 minutes)

2. Working with Data, People, and Things.

Have students complete working with Data, People, and Things Checklist. Discuss how results apply to career planning.

3. Skills Inventory.

Individual skills inventories should be completed as homework. In class, students read their inventories in small groups. The listeners help the readers to clarify their lists and may contribute additional ideas.

B. How Your Personality Relates to Work

Time: 60 minutes

Materials: For Students

Personality Mosaic and Answer Sheet
Job Group Chart
How Your Personality Relates to Work

For Instructors

Additional reading on personality types such as :
Making Vocational Choices: A Theory of Careers by John Holland. Prentice-Hall, Inc., 1973.
Coming Alive From Nine to Five, The Career Search Handbook by Betty Michelozzi. Mayfield Publishing Company, 1980.

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Materials: (Cont.)

The Self-Directed Search: Professional Manual by John L. Holland. Consulting Psychologists Press, 1979.
Manual For the SVIB-SCII by David Campbell. Stanford University Press, 1981.

Objectives: 1) Students will assess their personality according to the Holland models.

2) Students will understand the relationship between personality and work environment, and they will be able to give examples of compatible and incompatible work environments for themselves and others.

Activities:

1. Introduction/Discussion (10 minutes)

Occupational choice is related to personality. Certain types of people are attracted to certain types of activities. For example, very social people who care about the welfare of others are more likely to work for agencies providing services that help people. The class may generate examples.

Interests tests such as the Strong-Campbell or the Self-Directed Search are based on the theory that similar people choose similar occupations. If the interests and personality of the test taker are similar to people in the health care professions, he/she may have the interests and qualities to succeed in that area. (You may have students take other tests such as The Strong-Campbell Interest Inventory or the Self-Directed Search.)

Testing can tell the student something about his/her personality. Thousands of people in all fields have taken interest tests and a lot of extensive research has been done. However, a test is just a tool. Each person is the ultimate judge of the usefulness of the result.

Generate additional discussion, according to the interest of the group.

2. Directions to Personality-Mosaic (30 minutes) (Give out Personality Mosaic)

   The student is to read each statement. If at first reading, the student thinks this is something that he or she would say or believes in strongly, then that number should be circled on the answer sheet. If the student does not strongly believe in the statement or would not make that kind of remark, the number is to be left blank. At the end of the test the number of circles in each column are to be totaled, providing a rough score for each of Holland's personality types. The Personality Mosaic may be done in class or as homework.

   Cautions: The Personality Mosaic has not been validated in the same way as commercial tests such as the Strong-Campbell. However, it has been successfully used by several thousand people. Individuals taking several interest tests using Holland typology usually score high in the same two or three types, although the order may be slightly different.

3. Discussion of Personality Mosaic (20 minutes)

   Hand out: How Your Personality Relates to Work
   Job Group Chart

   Explain scoring method and results. No one is a "pure" type. Define the personality types using student handout and suggested resources.

C. Goals

Time: 30 minutes

Materials: For Students
Paper and pencil.

For Instructor
Stop watch or watch with second hand
Additional Resources:
How To Get Control of Your Time and Your Life by Alan Lakein. Peter H. Wyden, Inc., 1973.

Objectives:
1) Students will be able to define the term "goal".

2) Students will state some of their short and long term goals.

Activities:
1. Explain and define goal (ask for class participation). Skills and talents can be developed in different ways depending on an individual's goals.

2. Do Goal Setting Exercise.* Students should have three blank pieces of paper, one for each of the three questions listed below. For each part of the exercise, the instructor gives the students the question to write on the page. (See below). The students then have two minutes to write down any answers that come to mind without censoring or organizing them in any way. Then the students have one minute to revise, add, or delete from their lists. This exercise can be repeated and refined by the student at any time.

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*Adapted from How to Get Control of Your Time and Your Life by Alan Lakein. New York: Peter H. Wyder, 1973.

GOAL SETTING EXERCISE

Questions:

1. What are your lifetime goals?
   ¿Cuáles son sus metas en la vida?

2. What are your goals for the next five years?
   ¿Cuáles son sus metas para los cinco años que vienen?

3. You only have six months to live and all legal details have been taken care of. What are your goals for these six months?
   Usted sólo tiene seis meses mas de vida. Todos los detalles legales están arreglados. ¿Cuáles son sus metas para estos seis meses?

Students are to review and reflect on the goals they selected. Are certain career or educational choices spelled out? If not, what kinds of careers would be compatible with the goals listed?

Optional Exercise: In small groups, students share the results of the Personality Mosaic and the results of the Goal Setting Exercise. The listeners provide feedback, considering the following questions:

1. Given personality and goals, what kind of work do you see this person enjoying?

2. What, if any, conflicts do you see between individual goals or between goals and personality type? What do you think will be a major decision for this person?

3. Is there anything that seems right or that surprises you about this person's goals and personality?

D. Values

Time: 45 minutes

Materials: For Students
Values Discussion Sheet
Weighing Your Values

For Instructors
Additional Resources - Minority Identity Development Model (presented in introduction)

Objectives: 1) Students will discuss values associated with language, community, family, and group identification.

2) Students will be able to list and discuss their values in order of priority.

3) Students will discuss the role of values in their career and educational choices.

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*From D. R. Atkinson, G. Morton and D. W. Sue. Counseling American Minorities: a cross cultural perspective. Dubuque, IA: Wm. C. Brown Co., 1979.

Activities

1. Introduction:

   Explain and define values (class participation).

   Discussion questions:

   -- Where do values come from?

   -- How can they motivate your career?

   -- How can they limit your career choice?

   -- What kind of value struggle do you go through as a minority person?

2. Values Discussion Sheet. In pairs or small groups, students ask each other the questions on the Values Discussion Sheet. Summarize small group process for the whole class. Discuss and exchange insights.

3. Weighing Your Values. Have students prioritize and clarify the values listed in this exercise.

4. Values Clarification (See III:1:3) For a more typical values clarification exercise, students can do the one provided in Section III.

E. Putting It All Together

Time: Homework and 20 minutes class review

Materials: For Students

Self-Assessment Summary

For Instructor

Same

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Objective: 1) The students will summarize and analyze what they have learned about themselves.

Activity:

1. Give the Self-Assessment Summary for homework (or class work). Upon completion students share their summaries in pairs or small groups. Comments and insights from peers become part of the self-assessment summary.

   Alternate Assignment: Write an essay (or an outline) summarizing all the information you have collected about yourself. Pretend you are writing about someone else. Consider skills, personality, accomplishments, goals, values, and other information. At the end, answer these questions:

   1. What are your overall impressions? (Conclusions)
      ¿Cuáles son sus impresiones totales? (Conclusiones)
   2. In what areas is there agreement?
      ¿En cuáles áreas existe concordancia?
   3. In what areas is there conflict?
      ¿En cuáles áreas existe conflicto?

WHAT SKILLS DO YOU ALREADY HAVE?

Many people believe they have no skills. This is because they think skills are something very complicated and removed from everyday life, but a skill is simply an activity that you know how to do and that can be repeated and applied to other situations. For example, painting Jenny's car purple is an accomplishment, but painting cars is a skill. Winning the homecoming queen contest is an accomplishment that could involve skills such as selecting clothes, persuading others to vote for you, or giving a good speech. Since skills involve activities, they are best described by action words or verbs. Typing, dancing, making speeches, making friends, and solving algebra problems are skills.

The skills that you use in your daily life can be used and developed in a work setting. For example, the student who was persuasive in winning votes can use that persuasive skill as a salesperson, a lawyer, or a negotiator. The car painter handled tools in a very precise and exact way, and also made decisions about color and the overall appearance of the car. Precise use of tools and color design are skills that can be used in jobs in industry, commercial art, and interior decoration, to name just a few.

People who study job requirements analyze skills in a number of ways. The Dictionary of Occupational Titles, (D.O.T.) for example, describes 20,000 jobs with just 24 general skills. In order to do this, the skills are stated in a very general way. "Entertaining people" is a general skill that could include specific skills such as telling jokes, doing magic tricks, singing opera, and dancing flamenco. Sometimes it is useful for you to think of your skills in a general way; this can help you see career possibilities.

The D.O.T. also divides skills according to whether they are used with people, data, or things. People, of course, means human beings; data, means information, concepts, numbers, ideas, and symbols; things refers to machines, tools and equipment. Although many jobs require some skill in all three areas, a higher level of skill is usually required in one area.

In order to help you analyze skills for career purposes, look at the everyday activities listed below. What kind of people, data, or things are involved in each? How could you state the skill in the most general way so that it could apply to other similar activities? In other words what are the transferable skills?

DIRECTIONS: For each activity, state what type of data, people or things is involved. Then list the skill or skills in a general way that will apply to other similar activities.

SKILLS FROM SCHOOL, HOME, AND COMMUNITY.

Activities from school, home, and community that involve data:

	Type of Data	General Skills
1. Filling out an income tax form	numbers	Computation copying
2. Looking up specifications for tuning a car		
3. Copying a recipe from cookbook		
4. Writing a speech to run for school office		

Data Activities (Cont.)

	Type of Data	General Skills
5. Chairing a committee that is responsible for a school dance		
6. Making an address list of all the people in your class		
7. Comparing your test answers to the answer key		
8. Serving on a jury		
9. Making a budget		
10. Selecting a paint color for your bedroom		

Activities from school, home, and community that involve people:

	Type of People	General Skills
1. Giving a friend a home permanent		
2. Telling jokes		
3. Looking after children		
4. Helping friend with math homework		

People Activities (Cont.)

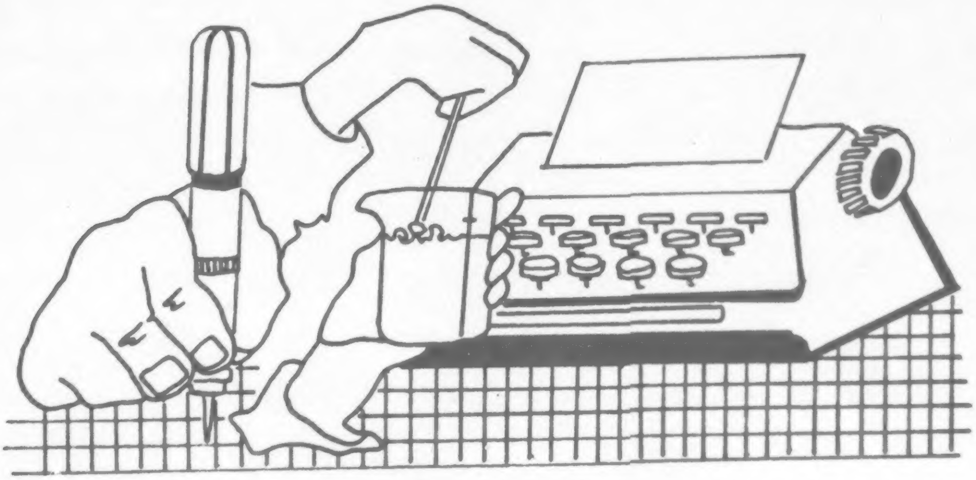
	Type of People	General Skills
5. Translating for a friend or relative who does not speak English		
6. Taking a telephone message		
7. Talking a friend into going to college classes with you		
8. Discussing what you will do for your brother if he will lend you his car		
9. Teaching your friend to drive		
10. Giving emotional support to a recently divorced friend		

Activities from school, home, and community that involve things:

	Type of things	General Skills
1. Adjusting the carburetor on your car		
2. Loading the washing machine		
3. Making a dress with a sewing machine		

Things Activities: (Cont.)

	Type of things	General Skills
4. Running a newsletter off on a ditto machine		
5. Taking dance tickets at the door		
6. Playing the trumpet		
7. Taking a splinter out of your sister's hand		
8. Assembling a bicycle from a kit		
9. Collating a six-page handout for your instructor		
10. Running the movie projector for your class		



¿QUE HABILIDADES TIENE USTED?

Muchas personas creen que no tienen habilidades. Piensan que las habilidades son algo muy complicado que no tiene mucho que ver con la vida cotidiana, pero una habilidad es simplemente una actividad que usted sabe cómo hacer y que puede repetirse aplicándola a otras situaciones. Por ejemplo, pintar de morado el coche de Jennie es un acontecimiento, pero pintar coches es una habilidad. Ser coronada reina de una fiesta es un acontecimiento que puede envolver habilidades tales como seleccionar ropa, persuadir a otros para que voten por usted, o dar un buen discurso. Como las habilidades envuelven actividades, se describen por medio de verbos y palabras activas. Escribir a máquina, bailar, dar discursos, hacer amigos y resolver problemas de álgebra, son habilidades.

Las habilidades que usa usted en su vida díaria pueden usarse y desenvolverse dentro de un trabajo. Por ejemplo, el estudiante que fue persuasivo para obtener votos, puede usar su habilidad persuasiva como vendedor, abogado o negociador. El pintor del coche utilizó su herramienta en forma precisa y exacta, y también hizo decisiones acerca del color y apariencia general del coche. El uso preciso de herramienta y dise o de color son habilidades que se pueden usar dentro de trabajos en la industria, arte comercial, decoracion interior y muchas otras más.

Quienes estudian los requisitos para trabajo, analizan las habilidades de varias maneras. Por ejemplo, el diccionario de Títulos Relativos a Trabajos (D.O.T.) describe 20,000 trabajos que pueden desempeñarse con sólo 24 habilidades. Para hacer ésto, las habilidades se presentan en forma muy general. "Entretener personas" es una habilidad general en que se podrían incluir habilidades especificas como contar chistes, hacer trucos mágicos, cantar ópera y bailar flamenco. A veces, es conveniente para usted pensar en sus habilidades en forma general; ésto le ayudará a explorar posibilidades de carrera.

El D.O.T. también divide las habilidades de acuerdo con su use: gente, datos o cosas. Gente, significa naturalmente, seres humanos; datos se refiere a información, conceptos números, ideas y símbolos; cosas se refiere a máquinas, herramienta y equipo. A pesar de que algunos trabajos requieren alguna habilidad en las tres áreas, generalmente se necesita tener un nivel más elevado de habilidad en una de esas áreas.

Para ayudarlo a analizar habilidades para explorar posibiliades de carrera, estudie las actividades diarias en la lista que aparece abajo. ¿Qué clase de gente, datos o cosas están comprendidos en cada uno de ellos? ¿Cómo podría usted describir la habilidad en la forma más general para poderla aplicar a otras actividades similares? Es decir, ¿Cuáles son las actividades transferibles?

DIRECCIONES: Exprese que tipo de datos, gente o cosas están comprendidos en cada actividad. Haga entonces una lista de la habilidad o habilidades que podrán aplicarse a otras actividades semejantes, en forma general.

HABILIDADES DE ESCUELA, HOGAR Y COMUNIDAD

Actividades de escuela, hogar y comunidad que comprenden datos

	Tipo de Datos	Habilidades Generales
1. Llenar una forma de impuesto de ingresos	Números	Copiar, Computación
2. Investigar las especificaciones para ajustar un coche		
3. Copiar una receta de un libro de cocina		

4. Escribir un discurso para postularse para un puesto dentro de la escuela.

5. Dirigir un comité que es responsable de un baile de la escuela.

6. Hacer una lista de direcciones de todos los alumnos de su clase.

7. Comparar sus contestaciones de la prueba con las contestaciones. correctas.

8. Servir como jurado.

9. Hacer un presupuesto.

10. Seleccionar un color para pintar su recámara.

Actividades de escuela, hogar y comunidad que comprenden personas:

	Tipo de Datos	Habilidades Generales
1. Dar un permanente casero a una amiga		
2. Contar chistes.		
3. Cuidar niños.		

4. Ayudar a un amigo con la tarea de matématicas.

5. Traducir para un amigo o pariente que no hable inglés.

6. Tomar un recado telefónico.

7. Convencer a un amigo para que tome clases en el colegio con usted.

8. Discutir que hará usted por su hermano si le presta a coche.

9. Enseñar a un amigo a manejar un coche.

10. Dar apoyo emocional a un amigo recién divorciado.

Activadades de escuela, hogar y comunidad que compreden cosas:

	Tipo de Datos	Habilidades Generales
1. Ajustar el carburador de su coche/carro.		
2. Llenar la máquina de lavar ropa.		

3. Hacer un vestido en la
   máquina de coser.

4. Imprimir un boletín en la
   máquina copiadora.

5. Recoger boletos del baile
   en la puerta.

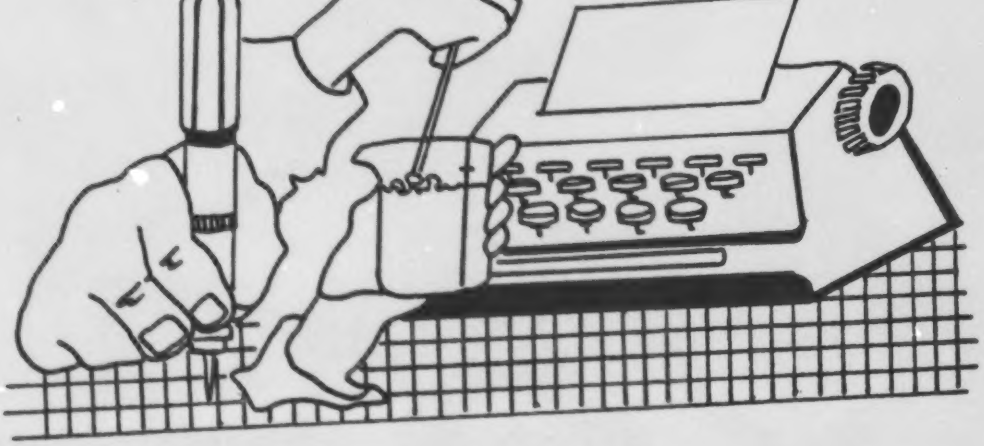
6. Tocar la trompeta.

7. Sacar una astilla de la
   mano de su hermana.

8. Armar una bicicleta.

9. Poner en orden un folleto
   de seis páginas para
   su instructor.

10. Operar el proyector de cine
    para su clase.



II:1:2:E

WORKING WITH DATA, PEOPLE AND THINGS CHECKLIST*

Working with data

How deeply do you want to get involved with and use data on the job? Decide which boxes fit you best; then check the space to the right of them.

I prefer doing work that is uncomplicated and easy to learn. I don't mind using information in a simple way if it doesn't require too much mental energy.	☐ Low data
I like keeping track of and working with verbal or numerical information in an orderly way. I prefer having others take responsibility for directing this kind of work.	☐ Medium data
I would enjoy putting ideas and information together to understand complex operations, plan and organize work, and develop new ideas and new ways to do things.	☐ High data

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Involvement with people

To what extent do you want to be involved with people as a part of your work?

Decide which boxes fit you best and check the spaces to the right of them.

I prefer involvement with information or things, so I don't mind minimal interaction with people.
Being friendly and cooperative with people, giving them information, serving them in some way, is enough people involvement for me.

☐ Low people

I think I would like organizing and motivating people to do a task.
I enjoy entertaining people or being a key person in a group.

☐ Medium people

I believe I'd enjoy teaching people, exchanging ideas, negotiating with them to facilitate work activities.
I would enjoy helping people deal with complicated personal problems.

☐ High people

Handling things

To what extent would you like to work with things as part of your job? Check that boxes that fit you best.

I prefer little involvement with things on my job. If I had to work with things, I'd prefer uncomplicated, easy-to-learn procedures.	☐ Low things
I think I would like doing a good job running equipment carefully and correctly but. . . I'd prefer not to have too much responsibility for directing this kind of work.	☐ Medium things
I believe I would enjoy using my hands to work with intricate tools and machines. I'd like to be responsible for a very complex piece of equipment.	☐ High things

Now you know a little about you and the big three--data, people, and things. Indicate your rating of H, M, L (high, medium, or low) for each category in the spaces provided below.

Summary: Data: ___________ People: ____________ Things:_____________

CUESTIONARIO QUE INDICA SU PREFERENCIA PARA TRABAJAR CON DATOS, GENTE Y COSAS*

Trabajar con datos

¿Qué tanto quiere envolverse y usar datos en su trabajo? Decida cuáles cajas lo describen a usted mejor. Marque con X la caja peque a a su derecha.

Prefiero hacer trabajo sin complicaciones y fácil de aprender. No me importa usar informacion sencilla si no exige mucha energía mental.

☐ BAJO

Me gusta manejar y trabajar con información verbal o numérica en forma ordenada. Prefiero que otros sean responsables y dirijan esta clase de trabajo.

☐ MEDIANO

Me gustaría juntar ideas e información para entender operaciones complejas, planear y organizar trabajo, y desarrollar nuevas ideas y modos de hacer las cosas.

☐ ALTO

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Envolviemiento con la gente

¿Hasta que punto quiere estar envuelta/o con la gente como parte de su trabajo? Decida cuáles cajas lo describen a usted mejor. Marque con X la caja pequeña a su derecha.

Prefiero estar envuelto/a con información o cosas, pero no me interesa una interacción mínima con la gente. Ser amistoso/a y cooperativo/a con la gente, darle información, servirle de algún modo, es para mi, bastante envolvimiento con la gente.

☐ BAJO

Creo que me gustaría organizar y motivar gente para hacer una tarea. Disfruto entreteniendo gente o destacándome en un grupo.

☐ MEDIANO

Creo que disfrutaría enseñando gente, intercambiando ideas y negociando con ella para facilitar las actividades de trabajo. Disfrutaría ayundando a la gente en problemas personales.

☐ ALTO

Manejar cosas

¿Hasta qué punto le gustaría trabajar con cosas como parte de su trabajo? Marque las cajas peque as que lo describen mejor.

Prefiero poco envolvimiento con cosas en mi trabajo. Si tengo que trabajar con cosas, preferiría procedimientos sencillos y fáciles de aprender.

☐ BAJO

Creo que me gustaría hacer un buen trabajo usando equipo cuidadosa y correctamente pero. . . Preferiría no tener mucha responsabilidad para dirigir esta clase de trabajo.

☐ MEDIANO

Creo que disfrutaría usando mis manos para trabajar con instrumentos y máquinas complicadas. Me gustaria ser responsable de algun equipo muy complicado.

☐ ALTO

Ahora ya sabe un poco acerca de si mismo y del Gran Tres - datos, gente y cosas. Indique su calificación de A,M,B (alto, mediano, bajo) por cada categoría, en los espacios abajo.

Sumario Datos:_____ Gente:_____ Cosas:_____

YOUR SKILL INVENTORY

List the skills you have as specifically as possible, but make sure you list skills, not accomplishments. You may want to ask your classmates, friends and family for help. Very often we do not recognize the skills we have. Remember a skill is something you do with data, people or things.

Haga una lista de sus habilidades tan detalladamente como sea posible; asegúrese de escribir su habilidades y no sus realizaciones. Quizá quiera pedir ayuda a sus compañeros de escuela, amigos y familiares. A menudo, no reconocemos nuestras propias habilidades. Recuerde que una habilidad es algo que usted hace con datos, gente o cosas.

1. *What skills do you use at school?*
   ¿Qué habilidades usa usted en la escuela?

2. *What skills do you use at home?*
   ¿Qué habilidades usa usted en casa?

3. *What skills do you use in your neighborhood, in leisure activities, or with friends?*
   ¿Qué habilidades usa en dónde vive, en actividades recreativas o con las amistades?

4. *What skills do others recognize in you? (in what areas do they praise you, or ask you for help)*
¿Qué otras habilidades reconocen en usted otras personas? (Le admiran o le piden ayuda).

5. *What skills do you most enjoy using?*
¿Cuáles son las habilidades que prefiere usar?

6. *What skills do you most wish you had?*
¿Qué habilidades quisiera usted tener?

After this inventory is complete, decide whether each skill involves mostly people, or data or things. Label each skill P (people), D (data), or T (things). Which type of skill appeared most on your list? ________________
*Which type of skill appeared least?*______________________

Después de completar este inventario, decida si cada habilidad envuelve principalmente gente, datos o cosas. Llame a cada habilidad G (gente), D (datos) o C (cosas), ¿Cuál de éstas aparece en su lista con más frecuencia? ____________
¿Cuál de ellas con menos frecuencia? ________________________

PERSONALITY MOSAIC*

1. It's important for me to have a strong, agile body.

2. I need to understand things thoroughly.

3. Music, color, beauty of any kind can really affect my moods.

4. People enrich my life and give it meaning.

5. I have confidence in myself that I can make things happen.

6. I appreciate clear directions so I know exactly what to do.

7. I can usually carry/build/fix things myself.

8. I can get absorbed for hours in thinking something out.

9. I appreciate beautiful surroundings; color and design mean a lot to me.

10. I love company.

11. I enjoy competing.

12. I need to get my surroundings in order before I start a project.

13. I enjoy making things with my hands.

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14. It's satisfying to explore new ideas.

15. I always seem to be looking for new ways to express my creativity.

16. I value being able to share personal concerns with people.

17. Being a key person in a group is very satisfying to me.

18. I take pride in being very careful about all the details of my work.

19. I don't mind getting my hands dirty.

20. I see education as a lifelong process of developing and sharpening my mind.

21. I love to dress in unusual ways, to try new colors and styles.

22. I can often sense when a person needs to talk to someone.

23. I enjoy getting people organized and on the move.

24. A good routine helps me get the job done.

25. I like to buy sensible things I can make or work on myself.

26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.

27. I have a great imagination.

28. It makes me feel good to take care of people.

29. I like to have people rely on me to get the job done.

30. I'm satisfied knowing that I've done an assignment carefully and completely.

31. I'd rather be on my own doing practical, hands-on activities.

32. I'm eager to read about any subject that arouses my curiosity.

33. I love to try creative new ideas.

34. If I have a problem with someone, I prefer to talk it out and resolve it.

35. To be successful, it's important to aim high.

36. I prefer being in a position where I don't have to take responsibility for decisions.

37. I don't enjoy spending a lot of time discussing things. What's right is right.

38. I need to analyze a problem pretty thoroughly before I act on it.

39. I like to rearrange my surroundings to make them unique and different.

40. When I feel down, I find a friend to talk to.

41. After I suggest a plan, I prefer to let others take care of the details.

42. I'm usually content where I am.

43. It's invigorating to do things outdoors.

44. I keep asking "why."

45. I like my work to be an expression of my moods and feelings.

46. I like to find ways to help people care more for each other.

47. It's exciting to take part in important decisions.

48. I'm always glad to have someone else take charge.

49. I like my surroundings to be plain and practical.

50. I need to stay with a problem until I figure out an answer.

51. The beauty of nature touches something deep inside me.

52. Close relationships are important to me.

53. Promotion and advancement are important to me.

54. Efficiency, for me, means doing a set amount carefully each day.

55. A strong system of law and order is important to prevent chaos.

56. Thought-provoking books always broaden my perspective.

57. I look forward to seeing art shows, plays, and good films.

58. I haven't seen you for so long; I'd love to know how you're doing.

59. It's exciting to influence people.

60. When I say I'll do it, I follow through on every detail.

61. Good, hard physical work never hurt anyone.

62. I'd like to learn all there is to know about subjects that interest me.

63. I don't want to be like everyone else; I like to do things differently.

64. Tell me how I can help you.

65. I'm willing to take some risks to get ahead.

66. I like exact directions and clear rules when I start something new.

67. The first thing I look for in a car is a well-built engine.

68. Those people are intellectually stimulating.

69. When I'm creating, I tend to let everything else go.

70. I feel concerned that so many people in our society need help.

71. It's fun to get ideas across to people.

72. I hate it when they keep changing the system just when I get it down.

73. I usually know how to take care of things in an emergency.

74. Just reading about those new discoveries is exciting.

75. I like to create happenings II:1:4:E

76. I often go out of my way to pay attention to people who seem lonely and friendless.

77. I love to bargain.

78. I don't like to do things unless I'm sure they're approved.

79. Sports are important in building strong bodies.

80. I've always been curious about the way nature works.

81. It's fun to be in a mood to try or do something unusual.

82. I believe that people are basically good.

83. If I don't make it the first time, I usually bounce back with energy and enthusiasm.

84. I appreciate knowing exactly what people expect of me.

85. I like to take things apart to see if I can fix them.

86. Don't get excited. We can think it out and plan the right move logically.

87. It would be hard to imagine my life without beauty around me.

88. People often seem to tell me their problems.

89. I can usually connect with people who get me in touch with a network of resources.

90. I don't need much to be happy.

MOSAICO DE SU PERSONALIDAD

1. Es muy importante para mí tener un cuerpo ágil y fuerte.

2. Necesito entender cosas muy a fondo.

3. La música, los colores, la belleza afectan mi disposición.

4. Encuentro riqueza y sentido en mi vida a través de mis relaciones personales.

5. Se que sí puedo influir en los acontecimientos en mi vida.

6. Aprecio instrucciones claras para saber exactamente lo que se debe hacer.

7. Generalmente puedo construir y reparar cosas yo mismo/a.

8. Puedo concentrarme durante horas desarrollando algún plan.

9. Me gusta estar en un sitio bonito: Colores y diseños son muy importantes para mí.

10. Me gusta estar acompañado/a.

11. Me gusta competir.

12. Necesito ordenar mi sitio de trabajo antes de empezar un proyecto.

13. Me gusta trabajar y crear cosas con mis manos.

14. Explorar nuevas ideas — me da satisfacción.

15. Siempre busco maneras de expresar mi creativíndad.

16. Es importante para mí compartir intereses personales con otros.

17. Contribuir de una manera valiosa es importante para mí.

18. Ser muy cuidadoso/a en todos los detalles de mi trabajo es muy importante para mi.

19. Dentro de mi trabajo estoy dispueto/a a desempe ar las funcciones por debajo de mis calificaciones.

20. Veo la educación como un proceso que dura toda la vida y desarrolla mis facultades mentales.

21. Me encanta vestirme con originalidad, probar nuevos colores y estilos.

22. Se instintivamente cuando una persona necesita hablar de sus problemas.

23. Me gusta iniciar y organizar actividades nuevas.

24. Completo más fácilmente mi trabajo si lo organizo de una manera rutinaria.

25. Me gusta comprar cosas prácticas con que pueda hacer algo para mí.

26. Puedo pasar horas sentado/a leyendo, haciendo rompecabezas o pensando en la vida.

27. Tengo muy buena imaginacion.

28. Cuidar a los demás me da placer.

29. Me gusta que la gente cuente conmigo.

30. Me satisface, saber que he completado un trabajo cuidadosamente.

31. Prefiero trabajar solo/a haciendo algo con mis manos que puedea ser útil.

32. Si un tema me interesa, me gusta leer todo lo posible sobre él.

33. Me encanta explorar nuevas ideas.

34. Si tengo problemas con alguien, prefiero que lo discutamos y lleguemos a una solución.

35. Para tener éxito, es importante tener grandes ambiciones.

36. Prefiero un puesto sin responsabilidad para no tener que hacer decisiones.

37. No me gusta perder tiempo discutiendo las cosas. Lo que es correcto, es correcto.

38. Necesito analizar un problema antes de actuar.

39. Me gusta reorganizar las cosas alrededor mio de vez en cuando.

40. Cuando me siento triste, hablo con un amigo/a.

41. Despues de sugerir un plan, prefiero que otros encargue de llevarlo a cabo.

42. Generalmente estoy contento/a me encuentre dónde me encuentre.

43. Me llena de energía hacer cosas al aire libre.

44. Siempre pregunto "el porqué."

45. Me gusta que el trabajo me permita expressar mis sentimientos.

46. Me gusta ayudar a la gente a mejorar sus relaciones personales.

47. Quiero participar en decisiones importantes.

48. Prefiero que otra persona se encargue del asunto.

49. Me gusta vivir y trabajar en un ambiente sencillo y práctico.

50. Persevero con un problema hasta que encuentro la solución.

51. La belleza de la naturaleza me conmueve.

52. Me es sumamente importante tener relaciones íntimas.

53. Promociones y avances son muy importantes para mí.

54. Para ser eficaz es importante hacer una cantidad determinada de trabajo cada día.

55. Un sistema fuerte de ley y orden es importante para prevenir caos.

56. Los libros que me hacen pensar siempre amplían mi perspectiva.

57. Siempre tengo ganas de ver exhibiciones de arte, teatros y buenas películas.

58. Hace mucho que no te veo; me gustaría saber cómo estás.

59. Es interesante poder influir en la gente.

60. Cuando acepto un compromiso, hago el trabajo en todos sus detalles.

61. Un buen trabajo físico no daña a nadie.

62. Si me interesa algo, quiero aprender todo lo que se pueda sobre ésto.

63. No me gusta ser como los demás. Quiero hacer las cosas de otra manera.

64. Dime como te puedo ayudar.

65. Estoy dispuesto a tomar riesgos para poder mejorar mi posición.

66. Cuando empiezo algo nuevo, me gusta que las reglas y las instrucciones sean muy claras.

67. Cuando compro coche/carro el motor es la cosa más importante.

68. Esa gente me estimula intelectualmente.

69. Cuando estoy haciendo un trabajo creativo, me pierdo en él.

70. Me preocupa que tanta gente en nuestra sociedad necesite ayuda.

71. Es divertido comunicar ideas a otra gente.

72. No me gusta que cambien el sistema cuando yo empiezo a entenderlo.

73. En caso de emergencia, generalmente yo sé lo que hay que hacer.

74. Me fascina leer acerca de nuevos descubrimientos.

75. Me gusta iniciar actividades.

76. A menudo trato de hablar, con los que están solos y no tienen amigos.

77. Me encanta regatear.

78. Si no estoy seguro/a que algo está aprobado, no me gusta hacerlo.

79. El deporte es importante para el desarrollo físico.

80. La naturaleza es algo que me inspira mucha curiosidad.

81. De vez en cuando me animo hacer algo totalmente diferente.

82. En general, la gente es buena.

83. Si no tengo éxito la primera vez, no me desanima empezar de nuevo.

84. Prefiero saber exactamente lo que la gente espera de mí.

85. Me gusta desarmar las cosas para ver si las puedo arreglar.

86. No te excites. Lo podemos pensar lógicamente y hacer un plan.

87. No puedo imaginar mi vida sin belleza a mi alrededor.

88. Con frecuencia la gente me cuenta sus problemas.

89. Generalmente puedo encontrar gente que me pone en contacto con gente o información que necesito.

90. Puedo ser feliz sin gran cosa.

II:1:5:B

PERSONALTIY MOSAIC ANSWER SHEET

Directions: Read each statement of the Personality Mosaic. Circle the numbers of statements that clearly feel alike something you might say, do, or think--something that feels like you.

Direcciones: Lea cada una de las declaraciones del Mosaico de su personalidad. Haga un círculo alrededor del número de cada declaración que exprese lo que usted diría, haría o pensaría—algo que se identifique con usted.

R	*I*	*A*	*S*	*E*	*C*
1	*2*	*3*	*4*	*5*	*6*
7	*8*	*9*	*10*	*11*	*12*
13	*14*	*15*	*16*	*17*	*18*
19	*20*	*21*	*22*	*23*	*24*
25	*26*	*27*	*28*	*29*	*30*
31	*32*	*33*	*34*	*35*	*36*
37	*38*	*39*	*40*	*41*	*42*
43	*44*	*45*	*46*	*47*	*48*
49	*50*	*51*	*52*	*53*	*54*
55	*56*	*57*	*58*	*59*	*60*
61	*62*	*63*	*64*	*65*	*66*
67	*68*	*69*	*70*	*71*	*72*
73	*74*	*75*	*76*	*77*	*78*
79	*80*	*81*	*82*	*83*	*84*
85	*86*	*87*	*88*	*89*	*90*

Now add up the number of circles in each column:
Sume el número de círculos en cada columna:

R_____ I_____ A_____ S_____ E_____ C____ totals

Which are your three highest scores?
¿En cuáles columnas hizo usted más círculos?

*1st*______________ *2nd*______________ *3rd*______________
Primera Segunda Tercera

THE JOB GROUP CHART*

R-REALISTIC JOB GROUPS MECHANICAL	Data**	People	Things
1. Engineering (dual listing. See investigative job groups)			
2. Managerial Work-Mechanical: Managing plants or systems where technical work is performed	H	ML	L
3. Engineering Technology: Collecting, recording, coordinating technical information.	H	L	H
4. Air and Water Vehicle Operation: Operating planes and ships to carry freight/passengers.	H	ML	M
5. Craft Technology: Doing highly skilled hand/machine custom work.	HM	L	HM
6. Systems Operation: Caring for large, complicated mechanical systems like heating and power.	HM	L	M
7. Quality Control: Checking and testing materials and products in nonfactory situations.	HM	L	HL
8. Land Vehicle Operation: Operating/driving vehicles that haul freight.	L	L	M
9. Materials Control: Keeping records of the flow and storage of materials and products.	M	L	L

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**The columns to the right of the job group indicate whether the work requires high (H), medium (M) or low (L) involvement with data, people, and things.

	Data	People	Things
10. Skilled Hand and Machine Work: Doing moderately skilled hand/machine work.	M	L	HM
11. Equipment Operation: Operating/driving heavy equipment such as in construction, mining.	L	L	L
12. Elemental Work-Mechanical: Doing nonfactory basic manual labor with machines, tools, equipment.	L	L	ML
INDUSTRIAL (Factory Work)			
13. Production Technology: Setting up/operating machines to produce goods in specific ways.	M	ML	H
14. Production Work: Doing hand/machine work to make a product. Also supervising and inspecting.	M	ML	M
15. Quality Control: Testing, weighing, inspecting, measuring products to meet standards.	ML	L	L
16. Elemental Work-Industrial: Basic manual labor in production requiring little training.	L	L	L
NATURE			
17. Managerial Work-Nature: Planning work for farming, fisheries, logging, horticulture.	H	H	HL
18. General Supervision-Nature: Supervising on farms, in forests, fisheries, nurseries, parks.	H	M	HM
19. Animal Training and Care: Training, breeding, raising, showing, caring for non-farm animals.	HML	ML	M

	Data	People	Things
20. Elemental Work-Nature: Doing basic physical labor related to farming, fishing, gardening.	L	L	ML
PROTECTIVE			
21. Safety and Law Enforcement: Administration, enforcing laws and regulations.	H	L	L
22. Security Services: Protecting people and property from crime, fire, and other hazards.	ML	L	ML
PHYSICAL PERFORMING			
23. Sport: Of all sort; playing, training, coaching and officiating.	HM	ML	ML
24. Physical Feats: Amusing/entertaining people with special physical skills and strengths.	HM	ML	ML
I-INVESTIGATIVE JOB GROUPS SCIENTIFIC			
25. Physical Sciences: Research/development in physics, chemistry, geology, computer science	H	L	H
26. Life Sciences: Studying functions of living things and how they relate to environments.	H	L	H
27. Medical Sciences: Practicing medicine to prevent, diagnose, cure illnesses of people or animals.	H	H	H
(1) Engineering: Applying research of science and math to design of new products/systems.	H	L	H
28. Laboratory Technology: Doing laboratory work to carry out studies of various researchers.	HM	L	H

	Data	People	Things
29. Mathematics and Statistics: Using numbers and computers to analyze and solve problems.	H	L	L
A-ARTISTIC JOB GROUPS ARTISTIC			
30. Literary Arts: Producing creative pieces from writing to publishing for print, TV, films.	H	L	L
31. Visual Arts: Doing artistic work, i.e., paintings, designs, photography for personal sale or for media.	H	L	H
32. Performing Arts-Drama: Performing in, teaching, stage, radio, TV, film, directing productions.	H	M	L
33. Performing Arts-Music: Playing an instrument, singing, arranging, composing, conducting productions.	H	M	HL
34. Performing Arts-Dance: Performing, teaching, choreographing dance routines.	H	M	L
35. Craft Arts: Producing hand crafts, graphics, decorative products.	M	L	H
36. Elemental Arts/Amusement: Entertaining and doing novel routines at carnivals, circuses, fairs.	L	M	L
37. Modeling: Posing for artists; displaying clothing, accessories, other products.	L	L	L

	Data	People	Things
S-SOCIAL JOB GROUPS HUMAN SERVICES			
38. Social Services: Helping people deal with personal, vocational, education, religious concerns.	HM	H	L
39. Nursing/Therapy Services: Providing diagnosis and therapy to help people get well.	HM	HML	M
40. Child and Adult Care: Assisting with medical and physical care and services.	M	L	ML
ACCOMMODATING			
41. Hospitality Services: Touring, guiding, greeting, serving people to help them feel comfortable.	HM	ML	L
42. Barber/Beauty Services: Hair and skin care to help people with personal appearances.	HM	L	H
43. Passenger Services: Transporting people by vehicle; also instructing and supervising.	M	L	M
44. Customer Services: Waiting on people in a routine way in a variety of business settings.	M	L	L
45. Attendant Services: Providing personal services to people at home or when traveling.	L	L	L
S/E-SOCIAL/ENTERPRISING JOB GROUPS LEADING/INFLUENCING			
46. Educational/Library Services: Teaching, providing library services.	HM	HML	L

	Data	People	Things
47. Social Research: Studying people of various backgrounds both of the past and present.	H	L	L
48. Law: Counseling, advising, representing people/businesses regarding legal matters.	H	H	L
49. Business Administration: Designing procedures, solving problems, supervising people in business.	M	HML	L
50. Finance: Setting up financial systems; controlling, analyzing financial records; directing work.	H	ML	L
51. Services Administration: Administering programs in an agency such as social, health, educational.	H	HM	L
52. Communications: Writing, editing, translating information for media-print and radio-TV.	H	L	L
53. Promotion: Advertising, fund raising, sales and public relations.	H	HM	L
54. Regulations Enforcement: Checking/enforcing government regulations, company policies, procedures.	H	L	L
55. Business Management: Taking responsibility for operation and supervision of a business.	H	ML	L
56. Contracts and Claims: Negotiating contracts, investigating claims.	H	H	L

	Data	People	Things
E-ENTERPRISING JOB GROUPS PERSUADING			
57. Sales Technology: Selling technical equipment or services including insurance. Also clerical work.	HM	M	L
58. General Sales: Selling goods and services, wholesale/retail to individuals, business or industry.	M	M	L
59. Vending: peddling, promoting items in public settings.	L	M	L
C-CONVENTIONAL JOB GROUPS BUSINESS DETAIL			
60. Administrative Detail: Doing secretarial/technical clerical work.	HM	ML	ML
61. Mathematical Detail: Keeping numerical records, doing basic figuring.	M	M	M
62. Financial Detail: Keeping track of money-flow to and from the public.	M	L	ML
63. Oral Communications: Giving information in person or by communication systems.	M	M	ML
64. Records Processing; Putting records together and keeping them up-to-date.	M	L	ML
65. Clerical Machine Operation: Using various machines to record, process and compute data.	ML	L	M
66. Clerical Handling: Keeping data in order by filing, copying, sorting, delivering.	L	L	L

LISTA DE GRUPOS DE TRABAJO*

R-GRUPOS DE TRABAJOS REALES:

MECANICA

	Datos**	Gente	Cosas
1. Ingeniería (grupos de trabajo de investigación)			
2. Administración de trabajo mecánico: Administrar plantas o sistemas donde se hace trabajo técnico.	A	MB	B
3. Ingeniería Tecnológica: Colectar, juntar, coordinar información tecnológica.	A	B	A
4. Operación de vehículos en aire y agua: Operar aviones y barcos para transportar carga y pasajeros.	A	MB	G
5. Oficios Tecnológicos: Hacer a mano o en máquina trabajo muy delicado.	AM	B	AM
6. Operación de sistemas: Cuidar sistemas mecánicos muy grandes y complicados como calefacción y sistemas eléctricos.	AM	B	M
7. Control de calidad: Controlar y probar materiales y productos fuera de las fábricas.	AM	B	AB
8. Operación de vehículos: Operar, manejar vehículos de carga.	B	B	M

**las columnas a la derecha del grupo de trabajo indican si el trabajo requiere envolvimiento con datos, gente y cosas de manera alta (A), mediana (M) o baja (B)

*De Coming Alive From Nine to Five por Betty Michelozzi con permiso de Mayfield Publishing Company. Copyright (c) 1980 por Mayfield Publishing Company.

	Datos	Gente	Cosas
9. Control de materiales: Guardar records del movimiento y almacenamiento de materiales y productos.	M	B	B
10. Trabajo de mano y de máquina: Hacer trabajo a mano y de máquina de habilidad moderada.	M	B	AM
11. Operación de equipo: Operar/manejar equipo pesado como en construcción, en minas.	B	B	B
12. Trabajo mecánico elemental: Hacer trabajo básico manual con máquinas, utensilios, equipo.	B	B	MB
INDUSTRIAL (Trabajo de fabrica)			
13. Producción tecnológica: Preparar/operar máquinas de producción en manera específica.	M	MB	A
14. Trabajo de producción: Hacer trabajo a mano y máquina para hacer un producto. También supervisar e inspeccionar.	M	MB	M
15. Control de calidad: Probar, pesar, inspeccionar, medir productos para que llenen los requisitos.	MB	B	B
16. Trabajo industrial elemental: Labor básica manual en producción que requiere poco entrenamiento.	B	B	B
NATURALEZA			
17. Trabajo administrativo: Planear trabajo para agricultura, pesca, explotación forestal, horticultura.	A	A	AB

	Datos	Gente	Cosas
18. Supervisión general: Supervisar en granjas, bosques, lugares de pesca, invernaderos, parques.	A	M	AM
19. Entrenamiento y cuidado de animales: Entrenar, criar, exhibir, y cuidar animales que no son de granja.	AMB	MB	M
20. Trabajo elemental: Hacer labor básica física relacionada con labrar la tierra, pescar, jardinería.	B	B	MB
PROTECCION			
21. Seguridad y cumplimiento de la ley: Administración, poner en vigor leyes y reglamentos.	A	B	B
22. Servicios de seguridad: Proteger gente y propiedad,del crimen, fuego y otros peligros.	MB	B	MB
23. Deportes: Todas clases; jugar, entrenar, arbitrar.	AM	MB	MB
24. Fiestas físicas: Entretener, gente con habilidades físicas especiales	M	M	MB
I-GRUPOS DE INVESTIGACION CIENTIFICA			
25. Ciencias físicas: Investigación/ desarrollo en física, química, geología, ciencia computadora.	A	B	A
26. Ciencias vivas: Estudiar funciones de cosas vivas y cómo se relacionan con el medio ambiente.	A	B	A

	Data	Gente	Cosas
27. Ciencias vivas: Estudiar funciones para prevenir, diagnosticar, curar enfermedades en la gente o en los animales.	A	A	A
28. Technología de laboratorio: Hacer trabajo de laboratorio para llevar a cabo estudios de varios investigadores, científicos.	AM	B	A
29. Matemáticas y estadísticas: Usar números y computadoras para analizar y resolver problemas.	A	B	B
A-GRUPOS DE TRABAJOS ARTISTICOS			
30. Artes literarias: Producir piezas creativas desde escribir hasta publicar TV, películas.	A	B	B
31. Artes visuales: Hacer trabajo, artístico por ejemplo, pinturas, diseños, fotografías para venta personal o para el publico.	A	B	A
32. Representación de arte dramático: Representar ense ar, teatro, radio, TV, dirección de películas.	A	M	B
33. Representación de arte muscial: Tocar un instrumento, cantar, hacer arreglos musicales, componer, dirigir producciones.	A	M	AB
34. Representación de danza artística: Bailar, enseñar, ser coreógrafo/a.	A	M	A
35. Artesanías: Producir artesanías, artes grafícas, productos decorativos.	M	B	A
36. Artes elementales. Diversión. Entretener y hacer rutinas de novela en ferias, circos, carnavales.	B	M	B

	Datos	Gente	Cosas
37. Modelar: Posar para artistas; demostrar ropa, accesorios, otros productos de indumentaria.	A	A	A
S-GRUPOS DE TRABAJOS SOCIALES SERVICIOS HUMANOS			
38. Servicios sociales: Ayudar a la gente con problemas personales, vocacionales, de educación o religiosos.	AM	A	B
39. Servicios de terapia: Proporcionar diagnosis y terapia para ayudar a la gente a sentirse bien.	AM	AMB	M
40. Cuidado de niños y de adultos: Ayudar con servicios físicos y médicos.	M	B	MB
ACOMODACION			
41. Servicios de hospitalidad; recibir, conducir, servir a la gente para que se sientan cómodos.	AM	MB	B
42. Servicios de barbería y belleza: Cuidado del cabello y la piel para ayudar a la gente con su apariencia personal.	AM	B	A
43. Servicios para pasajeros: Trasportar gente en vehículos; también instruir y supervisar.	M	B	M
44. Servicios para clientes: Servir a la gente rutinariamente en una variedad de negocios.	M	B	B
45. Servicios personales: Proporcionar servicios personales a la gente o su casa o cuando viajan.	B	B	B

	Datos	Gente	Cosas
S/E GRUPOS DE TRABAJO SOCIAL/EMPRESA DIRIGENTES/INFLUYENTES			
46. Educador/ciencia bibliotecaria: Enseñar, proveer servicios bibliotecarios.	AM	AMB	B
47. Investigación social: Estudiar gente de varios orígenes en el pasado y en el presente.	A	B	B
48. Ley: Aconsejar, representar gente/negocios en lo que se refiere a asuntos legales.	A	A	B
49. Administración de empresas: Diseñar procedimientos, solucionar problemas, supervisar gente en negocios.	M	AMB	B
50. Finanzas: Planear sistemas financieros; controlar, analizar records financieros, dirigir el trabajo.	A	MB	B
51. Servicios de administración: Administrar programas en agencias sociales, de salud, de educación.	A	AM	B
52. Comunicaciones: Escribir, editar, traducir información para publicaciones, radio y TV.	A	B	B
53. Promoción: Anunciar, levantar fondos, ventas y relaciones públicas.	A	AM	B
54. Poner en vigor reglamentos: Controlar y poner en vigor, reglamentos y pólizas, del gobierno y compañías privadas.	A	B	B

	Datos	Gente	Cosas
55. Administración de negocios: Tomar responsabilidad de la operación y supervisión de un negocio.	A	MB	A
56. Contratos y reclamaciones: Negociar contratos, investigar reclamaciones.	A	A	B
E. GRUPOS DE TRABAJO DE EMPRESAS PERSUADIR			
57. Tecnología de ventas: Vender ténicos o servicios que incluyen seguros. También trabajo de oficina.	AM	M	B
58. Ventas generales: Vender objectos y servicios, al mayoreo, menudeo a individuos, negociaciones o industrias.	M	M	B
59. Ventas: De casa en casa, promoviendo artículos en lugares públicos.	B	M	B
C-GRUPOS DE TRABAJOS CONVENCIONALES DETALLES EN NEGOCIOS.			
60. Detalle administrativo: Hacer trabajo técnico de oficina o de matemáticas básicas.	AM	MB	MB
61. Detalle matemático; llevar records numéricos, hacer cálculos matemáticos básicos.	M	M	M
62. Detalle financiero: Encargarse de la entrada y salida de dinero del y para el público.	M	B	MB
63. Comunicaciones orales: Dar información a personas y por sistemas de comunicación.	M	M	MB

	Datos	Gente	Cosas
64. Procesar records: Organizar records y tenerlos al día.	M	M	MB
65. Operación de máquinas de oficina: Usar varias máquinas para guardar, computar y procesar datos.	MB	B	M
66. Trabajo manual de oficina: Tener datos en orden por medio de archivar, copiar, escoger, y distribuir.	A	A	A

HOW YOUR PERSONALITY RELATES TO WORK

You may wonder what personality has to do with work. One way to understand occupational choice is to see that certain types of people are attracted to certain activities, environments, jobs. For example, an artistic type will be attracted to jobs and hobbies which require artistic expression and creativity. Conversely, a person may be less happy and successful in a job that does not match his or her personality type. For example, a very social person may hate a job that requires working alone all day.

Therefore, a good starting point for career exploration is to determine your personality type. Second, you can explore the occupations selected by people who have the same personality type as you. The presence of many individuals with similar interests and personalities creates an occupational environment. For example, the presence of many conventional types wil create a conventional environment.

Many job interest tests such as the Strong-Campbell Interest Inventory and the Self-Directed Search, provide a score for each of six personality types: realistic, investigative, artistic, social, enterprising and conventional. You can take one of these tests and/or you can use the Personality Mosaic to see which characteristics are most important in your personality.

A description* of the six personality types follows below. Remember, most people are not "pure types". We all have some aspects of each type, and what is important is which type or types are dominant in our personality.

Realistic: People scoring high here like to work outdoors, and prefer to work with things, not ideas or people; they like to work with their hands and often have trouble expressing themselves.

*Description is from Strong-Campbell Interest Inventory, Spanish edition, 1981. Copyright Stanford University Press. Used by permission.

Investigative: People scoring high here are task oriented and enjoy science and abstract problems. They prefer working with ideas, and not with other people or things.

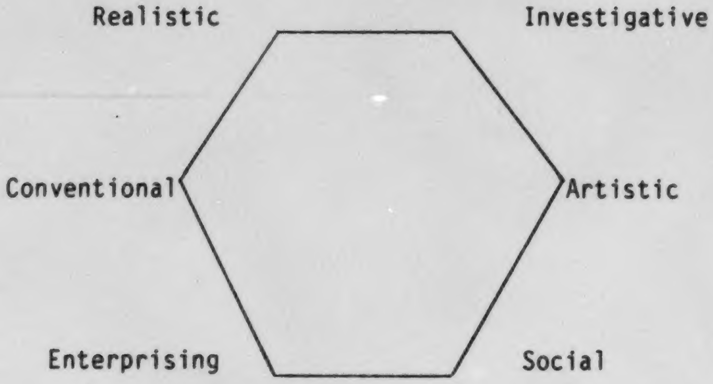
Artistic: The extreme type here is artistically oriented and prefers self-expression to highly structured settings; they also prefer to work alone.

Social: The pure type here is sociable, responsible, humanistic and concerned with the welfare of others. They express themselves well and prefer to work with other people.

Enterprising: The extreme type here has a great facility with words, especially in selling, dominating and leading, frequently these people are in sales work.

Conventional: Extremes of this type prefer the highly ordered activities that characterize office work. They dislike ambiguous situations.

These six themes can be arranged in a hexagon with the themes most similar to each other falling next to each other, and those most dissimilar falling directly across the hexagon from each other.



¿COMO SE RELACIONA SU PERSONALIDAD CON EL TRABAJO?

Quizá se pregunte usted qué tiene que ver su personalidad con el trabajo. Una manera de entender como escoge la gente su carrera, es observar como ciertas personas son atraídas por ciertas actividades, ambientes, trabajos. Por ejemplo, el tipo artístico sentirá atracción por trabajos y habilidades que requieran expresión artística y creatividad. Asimismo, una persona puede sentirse menos feliz y tener menos éxito en un trabajo que no sea afin con su tipo de personalidad. Por ejemplo, una persona muy sociable pudiera odiar un trabajo que requiere estar solo todo el día.

Primero, el determinar su tipo de personalidad es un punto muy importante para hacer una exploración de su carrera. Segundo, usted puede explorar las ocupaciones seleccionadas por gente que tiene el mismo tipo de personalidad que usted. La presencia de muchos individuos con intereses y personalidades semejantes, crea un ambiente ocupacional. Por ejemplo, la presencia de varios tipos convencionales creara un ambiente convencional.

Existen varios exámenes de interés como el Inventario de Interés Strong-Campbell (Strong-Campbell Interest Inventory) y la Búsqueda de Dirección Propia (Self-Directed Search), que proporcionan una clasificación de cada uno los seis tipos de personalidad: realista, investigador, artistico, social, emprendedor y convencional. Usted puede tomar estos examenes y/o puede usar el Mosaico de Personalidad para conocer las características mas importantes en su personalidad.

Una descripción* de los seis tipos de personalidad aparece abajo. Recuerde, la mayoría de la gente no es "tipo puro". Todos tenemos algunos aspectos de cada tipo, y lo importante es cuál o cuáles tipos son dominantes en nuestra personalidad.

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*La descripción es del Inventario de Intereses Strong-Campbell.

Realista: Las personas que reciben altas calificaciones en esta categoría tienen dificultad para expresarse. Les gusta trabajar al aire libre y prefieren ocuparse con objectos en vez de habérselas con ideas o de entenderse con la gente. Les gusta construir cosas con las manos.

Investigador: Esta categoría se centraliza en las ciencias. Los grados extremos de este tipo tienen buena disposición para llevar a cabo cualquier tarea y no les interesa de manera especial trabajar en compañía de otras personas. Les gusta resolver problemas abstractos, especialmente problemas estructurados.

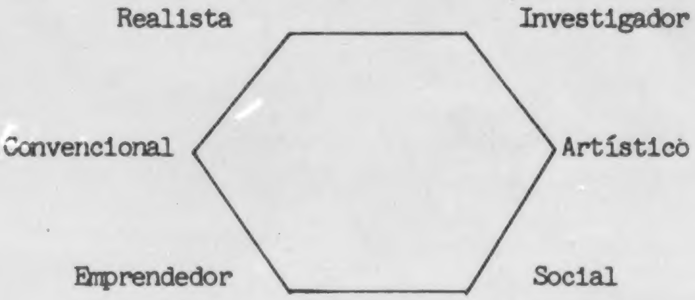
Artístico: Los tipos extremos en esta categoría tienen una orientación artística y les gusta trabajar en ambientes artísticos que les suministren la oportunidad de expresarse. Guardan semejanza con los tipos de la categoría I en que prefieren trabajar solos, pero tienen mayor necesidad de expresión individual.

Social: El tipo puro de esta categoría es sociable, responsable, humanista y se preocupa del bienestar de los demás, le gusta la atención y busca situaciones que le permitan estar cerca del centro de un grupo.

Emprendedor: El tipo extremo de esta categoría tiene gran facilidad con las palabras, especialmente para vender, dominar y dirigir; con frecuencia se le encuentra en trabajos de ventas.

Convencional: Los extremos de este tipo prefieren las actividades extremadamente sistematizadas, tanto verbales como numéricas, propias del trabajo de oficina. No le gustan las situaciones ambiguas y prefieren saber con exactitud que se espera de ellos.

Estas seis categorías se pueden ordenar en un hexágono en el cual las categorías más similares entre sí ocupan lugares contiguos, en tanto que las categorías más diferentes ocupan lugares opuestos a ambos lados del hexágono.


Realista
Investigador
Convencional
Artístico
Emprendedor
Social

II:1:8:B

VALUE DISCUSSION SHEET

DISCUSION DE VALORES

Discuss the following questions with your partner, and discuss your conclusions with a larger group.
Discuta las siguientes preguntas con su compañero, y las conclusiones de las discusión con el grupo más grande.

1. *Language*
   Lengua

When do you speak English? *Spanish?*
¿Cuándo habla inglés?... español?

How do you feel when you speak English? *Spanish?*
¿Cómo se siente cuando habla inglés?... español

How fluent are you in English? *In Spanish?*
¿Qué tan bien habla inglés?... español?

Are you studying English? *Spanish?*
¿Está estudiando inglés?... español?

What out-of-class activities do you do to improve your English?
¿Qué clase de actividades hace fuera de clase que lo ayuden a mejorar su inglés?...

Spanish?
español

What are your goals for English? *Spanish?*
¿Qué piensa hacer con su inglés? español?

2. *Community*
   Comunidad

   What is community to you? (Your definition)
   ¿Qué es la comunidad para usted? (su definición)

   How important is it to you?
   ¿Qué tan importante es para usted?

   What does your community provide you?
   ¿Qué le da a usted su comunidad?

   How willing are you to consider leaving your community for education or employment opportunities?
   ¿Estaría dispuesto a irse de su comunidad por sus estudios o por oportunidades de trabajo?

3. *Family*
   Familia

   What is family to you? (Your definition)
   ¿Qué es la familia para usted? (su definición)

   What role does family play in your life?
   ¿Qué papel tiene la familia en su vida?

What are their expectations for you?

¿Qué espera la familia de usted?

What are your expectations for yourself?

¿Qué espera de usted mismo?

4. *Group Identification*

Identificación de grupo

What group do you identify with? What would you call yourself? (in terms of values, identity label, dress, etc.)

¿Con cuál grupo de identifica usted? Qué se llamaría usted mismo? (en términos de valores, clasificación, forma de vestir, etc.)

Are most of your friends and colleagues from this same group?

¿Están la mayoría de sus compañeros en este mismo grupo?

What does this group mean to you?

¿Qué significa este grupo para usted?

What are your friends' expectations for you?

¿Qué esperan de usted sus amigos?

What are your expectations for them?

¿Qué espera usted de ellos?

5. *Other Groups*

Otros grupos

Do you have friends, colleagues from other groups?
¿Tiene usted amigos o colegas de otros grupos?

How is this group different from yours?
¿Qué tan diferente es este grupo del suyo?

How do you feel about these differences?
¿Qué piensa de estas diferencias?

WEIGHING YOUR VALUES

COMO MEDIR SUS MERITOS

Decide which of the values listed below are most important to you and number them accordingly. Give the one that is most important to you a "1," the second a "2," and so on. Then write briefly what each means to you at the moment.

De la lista que abajo aparece, decida cuáles son los valores más importantes para usted. Escriba (1) en el que le interese más, (2) en el segundo, y así con el resto. Entonces, escriba brevemente que significan para usted por el momento.

______ *earning money*
Ganar dinero

______ *getting an education*
Obtener una educación

______ *personal achievement*
Realizaciones personales

______ *social change/political involvement*
Cambios sociales/envolvimiento político

______ *family*
Familia

______ *changing my way of life*
Cambiar su modo de vida

SELF-ASSESSMENT SUMMARY
SUMARIO

I. *Summary:*
Sumario:

Use the following list to summarize what you learned in the self-assessment unit.
Use la lista siguiente para sumarizar lo que usted aprendió de la unidad de asesoramiento personal.

My personality type:
Mi personalidad:

Jobs compatible with my personality type
Trabajos compatibles con mi personalidad.

Jobs not compatible with my personality type
Trabajos incompatibles con mi personalidad

Skills:
Habilidades:

Work with people Trabajar con gente	*Work with data* Trabajar con datos	*Work with things* Trabajos con cosas
1.	1.	1.
2.	2.	2.
3.	3.	3.

My career related goals:

Mis metas profesionales:

Other goals that my affect my career:

Otras metas que podrían afectar mi carrera:

Values that are important to me in career choice:

Valores que deben considerarse al escoger una carrera

II. *Analysis:* *Look at your summary. Does it paint a whole? Are there things that don't go together at all?*

Análisis: Vea su sumario. ¿Es consistente? ¿Hay cosas que estén fuera de lugar?

1. *Areas of harmony,agreement:*

   ¿En cuáles areas existe concordancia?

2. *Areas of conflict:*

   ¿En cuáles áreas existe conflicto?

3. *My overall impressions:*

   ¿Cuáles son sus impresiones totales? (conclusiones)

4. *What do I plan to do with this information?*

   ¿Qué planeo hacer con esta información?

5. *Comments from others:*

   ¿Qué comentarios hicieron otros?

UNIT II. ASSESSMENT OF JOBS AND ORGANIZATIONS

Time: 4.5 hours

Objectives:

- Students will demonstrate research skills by obtaining detailed information about an occupation.
- Students will be able to generate questions to use in assessing jobs and organizations.
- Students will compare the lifestyle and role expectation of various occupations as demonstrated through class discussion and written summary.
- Students will identify additional interest areas to explore.
- Students will demonstrate observational and analytical skills by obtaining information from workers and work settings and relating it to career issues.
- Students will describe English and Spanish language requirements of an occupation.
- Students will be able to define the term "work ethic" and discuss what work means to them.

A. Exploration of Careers

Time: 15 minutes (could be more if visit to career center is included)

Materials: For students

Career Research A or B

For Instructors

List of local resources that describe jobs from career center, library and other sources compiled by instructor.

Objective: Students will obtain detailed information about a career of their choosing.

Activities:

1) Researching a Career. Language skills of students are a prime consideration in researching an occupation. Therefore, this activity needs to be adapted according to student language skills and materials available in Spanish. For this reason, a brief worksheet (career research A) and a more extensive worksheet (career research B) are included, and the instructor may need to consider additional adaptations.

    - Discuss the need for the most current, local, specific occupational information available.
    - Explain that people make an average of five career changes in a life time, and therefore it is important to learn how to research occupational information.

- Give students the research assignment and provide them with specific local sources that you have previously investigated. Some ideas are provided below, but the instructor must investigate where, and if, they are available locally.

English Sources

Career Center:
  Occupational Outlook Handbook
  Dictionary of Occupational Titles
  Computerized Guidance System/or Eureka
  California Occupational Guides
  Vocational Biographies
  Books about specific occupations

Business Section of the Public Library:
  Directories of local businesses
  Books about specific occupations

Chamber of Commerce:
  Directories of local businesses
  Addresses of business and professional organizations

Employment Development Department:
  Information on job growth and local availability of jobs.

Spanish Sources*

Materials:
  Careers by Gould (filmstrips on 300 careers)
  Careers for Bilinguals (5 filmstrips on career clusters and career choice)

*If these materials are not available on campus, the instructor may try to locate them at other institutions within the community.

Emerging Vocations For Bilinguals (5 filmstrips on career clusters and career choice.

Singer Vocational Evaluation System (multi-media hands-on assessment of 20 occupations)

Books in Spanish about specific careers

Other Resources:

Mexican American Chamber of Commerce

File on bilingual individuals in various occupations

2) Students share information, so they may benefit from each others' research. Depending on size of class, time, and interest:

-- Students may report on their search to entire group.

-- Students may share in groups of two or four.

-- Reports can be taped to wall and students can circulate and read the information. (Warn students ahead of time if you plan to use this)

B. Language Requirements of Occupations

Time: 30 minutes

Materials: For Students

Language Requirements of Work

For Instructor

Lists of local employers requiring Spanish

Examples of job descriptions requiring Spanish

Objectives: 1) Students will describe English and Spanish language requirements of an occupation.

2) Students will evaluate their own language skills.

Activities:

1. Discussion. Many students need to improve English language skills as part of career preparation. Other students may not be aware of the usefulness of Spanish as an occupational skill. Discuss these issues with students.

English language skills

- Ways for ESL student to improve English proficiency. (see chapter 2 of Resource Guide for Career Counseling Spanish-Speaking and Chicano Students.)

- Language requirements of various occupations. The DOT codes can be used as a rough gauge of language skills needed in various occupations. The fourth digit (data) and the fifth digit (people) provide a measure of the level of complexity of the tasks in relation to people and data, tasks which usually require language. A lower number indicates greater complexity while the highest number (6 for data, 8 for people) indicates less complexity.

Spanish language skills

- The U.S. is the fourth largest Spanish-speaking country in the world. What jobs are required to serve the local Spanish-speaking population?

- Spanish is the national language of 22 countries and 225 million people. It is the language spoken by the third largest group of people exceeded only by Chinese and English. Jobs requiring Spanish exist in government and business.

- Local jobs requiring Spanish
  a) Bring in samples of job descriptions requiring Spanish

  b) Prepare a list of local companies employing workers with Spanish language skills. This can be done very easily by surveying participants in a job fair.

2. Language Requirements for Work. Students complete Language Requirements form for the same occupation they researched previously. Explain terms such as standard English or Spanish, language proficiency, and specialized terminology.

C. Career Ladders and Career Changes

Time: 1 hour

Materials: No special materials

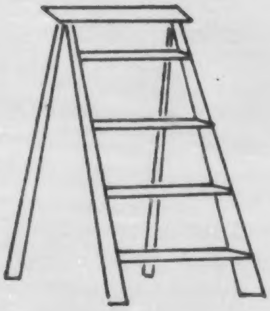
Objectives: 1) Students will be able to define the concept of a career ladder and give examples.

2) Students will be able to define "transferable skills" and give examples.

3) Students will be able to list sources of further education and training.

Activities:

1. Discuss the concept of a career ladder. We all have our different definitions of success, but no one starts out there. Usually people pursue an interest in a field where they have some talent and are willing to devote some hard work. After a time, as their experience and knowledge grow, they may achieve a position that others see as successful. Ask students to name positions they view as successful. Then have them trace back the kind of jobs and education that could lead to that position. For example:



MOVIE STAR	COLLEGE PRESIDENT
bit parts	department head
commercials	professor
parts in local company	graduate school
high school acting classes	teacher
	college

Obviously, people who start with similar backgrounds end up different places, and people with the same job may have come from different experiences, but some kind of building process usually occurs.

2. Define career change and give examples of people who have totally switched fields. Define and explain transferable skills. Students who are choosing or being forced to make such changes (reentry students, political exiles) need to list the skills they used in their old careers and think of new applications. (See IV:1:1) For other students, an example or two may serve.

What skills would the following people find useful?

teachers going into business?
auto assemblers going into electronics?
X-ray technicians going into social service?
recreation leaders going into sales?

3. Discuss possible patterns of school and work:

- school, followed by work
- work, school, and more work
- school and work together

Sources of training once you are working:

- college classes paid for by employer
- company training programs
- workshops and conferences
- learning by experience (what can you do to maximize this?)

D. Informational Interview

Time: 50 minutes

Material: For Students
Informational Interview

For Instructor
Contacts to assist students to locate interviewees.

Objective:

1) Students will interview a person about their work, and observe the kind of occupational information available by talking to people employed in the field.

Activities:

Finding resources is an important part of learning and people are an excellent resource. Therefore the students should be involved in selecting and inviting a person to class to be interviewed by the group. Preferably, the person selected will be from the same ethnic group as the students, and can serve as a role model. The guest is introduced to the group by the person who extended the invitation, and the students assume responsibility for different parts of the interview. Questions can, of course, be reworded and additions made.

Discuss with class after the interview:

- What stood out in your mind about this interview?
- How could this person be a resource for you?
- What difficulties did this person have to overcome to succeed in this position?
- Is this type of work appealing to you? Why or why not?

E. Organization/Job Site Overview

Time: 10 minutes to give assignment; 30 minutes to share

Materials: For Students

Observation of Job Site/Organization

For Instructor

Suggestions of places to visit including:

directories of local businesses,
yellow pages, lists of business and professional organizations.

Objective: 1) Students will go to job sites to observe and interview workers.

Activities:

1) Assignment. Students will visit a person at their job in order to assess the characteristics and requirements of different work environments. Some students may need suggestions for these visits. The career center or instructor can develop and maintain a resource list. The class members may serve as resources for each other, also. (One way to share resources is to do the Group Work History Wall Chart (II:4:7).

While there is no substitute for direct contact with people and organizations, parts of this exercise could be done after viewing a film, filmstrip, or reading a book about a specific occupation.

2) Discussion. When students have completed the exercise, have a class or small group discussion covering the following issues:

1. What impressed you most about your visit?

2. Compare the characteristics of the employees and the organization for 3 or 4 different sites visited by class members. Can organizations be said to have personalities? What would each of these organizations expect from you if you were to be hired? (Make a list) Are any of the expectations the same? Which are different?

3. What types of work did you see that involved people? Data? Things? What types of work involved combinations (e.g., people and data)?

4. What would your ideal work environment be? Where would you be most likely to find it?

F. Work Ethic and Meaning of Work

Time: 45 minutes

Materials: For Students
Work Ethic

For Instructors
Same

Objective: 1) Students will be able to define the term "work ethic" and discuss what work means to them.

Activities:

1) Reading and Discussion. Give students reading on work ethic and form small groups or pairs of students with copies of Statements for Discussion. For each statement, students should decide if they disagree, agree or partially agree and why. They should also consider the logical consequences of their position. For example, if they don't believe good work is always rewarded, how do you get rewarded on a job?

Summarize and review with the class as a whole.

G. Experience Required

Time: 30 minutes

Materials: For Students
Experience Plan

For Instructors
Additional resources: If you don't know where you're going, you'll probably end up somewhere else by David Campbell. Argus Communication, 1974. (Discusses how to get experience in each work environment based on Holland's types)

Objective: 1) Students will develop a plan for activities and experiences related to their area of interest.

Activities:

1. Discussion: Students needs to get experience both in general interest areas and in activities related to a particular occupation. It is very important that they not prematurely limit their career choice or decide on a career without knowing the type of activities involved.

   A job is something you do and a certain amount of "doing" is necessary to explore career interests and general interests that might turn into careers. Many things can be learned through practical experience that are not taught in any class. When you apply for jobs, your experience is often equally important or more important than your education.

   List on the board the interest areas and the potential occupational choices of some of the class members. Brainstorm activities that would provide experience for each occupation and interest. Samples are provided below. Campbell also provides ideas.

Interest Areas:	Hands-on Experiences
Science	Read science magazine, take course, go to museum, participate in activity such as planetarium show, whale watching.
Spanish	Practice with fluent Spanish speakers, read Spanish publications, take class, summer program in Mexico.
Art	Do a project, take a class, go to gallery, help in school play.

Writing	Keep a journal, help with school newspaper or create a specialized newsletter, read works of good writers.

Occupation:	Hands-on Experiences
Business Administration	Attend meeting of business organization (get list from Chamber of Commerce), make contacts and interview individuals, get a part-time job in business, participate in co-operative education program.
Medical Professions	Volunteer in hospital or clinic, provide translation services if you speak Spanish.
Graphic Artist	Take course, do graphics for organizations free or at low cost, put together portfolio.
Travel Agent	Take a day trip or week-end trip using travel guides, volunteer to organize sight-seeing for schools foreign students.

2. Have student develop an Experience Plan. Both the instructor and the student should keep a copy of the plan. The plan constitutes a contract which, even if it cannot be completed, students will begin working on. Their experiences will be included in their evaluation activities at the end of the course. Obviously plans can be amended, but students should make an effort to get experiences related to possible careers and to evaluate these experiences.

CAREER RESEARCH A *(short version)*
EN BUSQUEDA DE CARRERA A (Versión corta)

Title of occupation:
Título de la ocupación:

Typical duties:
Deberes típicos:

Work setting:
Ambiente de trabajo:

Preparation required:
Prepación requerida:

Level of English required:
Grado de inglés requerido:

Outlook for employment:
Perspectiva de empleos:

Pay range:
Escala de pago:

How do you get this type of job?
¿Cómo puede obtener este tipo de trabajo?

Information sources used:
Recursos de información usados:

CAREER RESEARCH B

Nature of the Occupation:

- Kinds of tasks performed
- Interests and aptitudes needed for job success
- Working conditions - inside/outside
  Crowded, changing temperature, alone or with others
- Worker characteristics - eye-hand coordination; strength; height; weight; manual dexterity
- Sex - predominantly male or female? How is demand for persons of my sex?
- Age - are there upper/lower age limits for entrance and retirement? Do I earn more or less with age?
- What can bilingual/bicultural people contribute in this occupation?
- Organizations where this occupation is found
- Working hours - lots of overtime? Nights? Holidays? Flexible hours?
- Is part-time or only full-time work available?
- Are there health hazards involved? Accidents, occupational diseases, toxic substances?

Entrance into the Occupation:

- How does one get the first job? Are there non-traditional ways to do this? Is experience a prerequisite? Can I get experience as a volunteer?
- How much and what kind of preparation is necessary? On the job? Apprenticeship? College? Vocational schools?
- Where can I train locally?
- How much will it cost?
- Helpful courses in high school or college (major)
- Legal requirements - Licensing, Credentialing, Citizenship
- Union membership? Closed or open shop? Dues? Limited membership?
- Can I establish my own business? How much capital?

Advancement:

- Is there a career ladder?
- What is the entry job for this position?
- What jobs represent a logical promotion?
- How long does it take to "climb" this career and what additional experience and/or training are required?

- What are some related occupations?
- What work skills are transferable?

Earnings:

- What are the beginning earnings? Average earnings? Are earnings higher or lower in other places?
- Are there extra earnings from tips, commissions, allowances, etc.?
- Are there good benefit packages with this occupation? Vacations?
- What about job security? Seniority? Tenure?

Costs to Me:

- Do I have to purchase my own equipment? A special license? Uniforms? Bonds? Special transportation?

Geographical Distribution:

- Can I practice this occupation anywhere I want to live? Are certain areas impacted with workers?

Employment Outlook:

- Is this a growing field? What factors might affect growth in this field?
- Will bilingual skills affect my employment outlook in this field?

How does this occupation contribute to society?

What are the language requirements of this occupation?

Information sources used:

EN BUSQUEDA DE CARRERA B

Naturaleza de la ocupación

Qué clase de tareas envuelve

Intereses y aptitudes necesarias para tener éxito en el trabajo.

- Condiciones de trabajo - interiores/exteriores amontonamiento, cambios de temperatura, solo o con otros.
- Características de los trabajadores-coordinación de la vista y manual, fuerza física, altura, peso, destreza manual.
- Sexo - ¿predominan hombres o mujeres? ¿Qué demanda hay de gente de mi sexo?
- Edad - ¿Hay límites de edad (mínima y máxima) para empezar y para retirarse? ¿Gano más o menos por mi edad?
- ¿Cómo puede contribuir en esta ocupación gente bilingüe y bicultural?
- Organizaciones donde podría encontrar trabajo,
- Horas de trabajo. ¿Muchas horas extra? ¿Noches? ¿Días de fiesta? ¿Horario flexible?
- El trabajo disponible es solamente parte del tiempo o tiempo completo?
- ¿Hay peligro para su salud? Accidentes, enfermedades ocupacionales substancias tóxicas?

Ganancias

- ¿Cuánto se gana al principio? ¿Cuál es el promedio de ingresos? ¿Son los ingresos más altos o más bajos que en otros lugares?
- ¿Hay otras ganancias como propinas, comisiones, asignaciones?
- ¿Hay buenos beneficios en esta ocupación? ¿Vacaciones?
- ¿Qué seguridad ofrece? ¿Antiguedad? ¿Trabajo de planta?

Costos

- ¿Tengo que comprar mi propio equipo? ¿Una licencia especial? ¿Uniformes? ¿Garantías? ¿Transporte especial?
- Distribución geográfica.
- ¿Puedo practicar esta ocupación en cualquier parte donde yo quiera vivir?
- ¿Hay ciertas áreas donde hay demasiados trabajadores para un numero limitado de trabajos?

Perspectiva de Empleo

- Está creciendo este campo de trabajo? ¿Qué factores podrían afectar su crecimiento?
- Si soy bilingue, ¿Como afectaría esta habilidad al campo de trabajo?

¿Cómo contribuye esta ocupación a la sociedad?

¿Cuáles son los requisitos referentes al lenguage para esta ocupación?

Fuentes de información usadas:

LANGUAGE REQUIREMENTS FOR WORK

English is needed in virtually every occupation in the United States, but the kind of English varies. Spanish is a valuable asset for many occupations and a requirement for some. This checklist will help you evaluate the language requirements of an occupation and compare it to your present language skills. Increasing your skills in English and Spanish can be an important part of your career preparation.

OCCUPATION: ______________________________________

English

1. What kind of English is used on this job?
   (standard English, slang, informal English)

2. For what purpose is English used?
   (For example, talking to clients, writing reports, getting and giving instructions)

3. What level of English proficiency is required in each area?
   (none, basic, advanced, etc.)

   Listening:
   Speaking:
   Reading:
   Writing:

4. Is a specialized terminology used?

5. Self-evaluation
   - Do I know the kind of English required for this occupation?
   - What are my current strengths?
   - What do I need to improve?
   - What can I do to improve my English skills?

Spanish

1. What kind of Spanish is used on this job?
   (standard Spanish, slang, informal Spanish)

2. For what purpose is Spanish used?
   (For example, talking to clients, writing reports, getting and giving instructions)

3. What level of Spanish proficiency is required in each area?
   (none, basic, advanced, etc.)

   Listening:
   Speaking:
   Reading:
   Writing:

4. Is a specialized terminology used?

5. Self-evaluation:

- Do I know the kind of Spanish required for this occupation?

- What are my current strengths?

- What do I need to improve?

- What can I do to improve my Spanish skills?

REQUISITOS DE LENGUAGE PARA EL TRABAJO

En cada ocupación en los Estados Unidos, el inglés es virtualmente necesario, pero la clase de inglés varía. El español es valioso para varias ocupaciones y es un requisito en algunas. La siguiente lista le ayudará a evaluar los requisitos de lenguage de una ocupación y compararlo con la manera en que usted puede usarlo ahora. Aumentar su capacidad de usar inglés y español pudiera ser una parte importante de su preparación profesional.

OCUPACION: ________________________________

Inglés

1. ¿Qué clase de inglés se usa en este trabajo?
(inglés standard, idiomático, informal)

2. ¿Con qué objeto se usa el inglés?
(por ejemplo, hablar con clientes, escribir reportes, recibir o dar instrucciones.

3. ¿Qué nivel de proficiencia de inglés se requiere en cada área?
(ninguno, básico, avanzado, etc.)

Escuchar:

Hablar:

Leer

Escribir

4. ¿Se usa terminología especial?

5. Evaluación propia

   - ¿Conozco la clase de inglés requerida para esta ocupación?
   - ¿Cuáles son mis puntos más fuertes por el momento?
   - ¿Qué necesito para mejorar?
   - ¿Qué puedo hacer para mejorar mi inglés?

ESPANOL

1. ¿Qué clase de español se usa en este trabajo?
   (Standard, idiomatico, informal)

2. ¿Con que objeto se usa el español?
   (Por ejemplo, hablar con clientes, escribir reportes, recibir y dar instrucciones)

3. ¿Qué nivel de proficiencia en español se requiere en cada área?

   Escuchar:

   Hablar:

   Leer:

   Escribir:

4. ¿Se usa terminología especial?

5. Evaluación propia

- ¿Conozco la clase de español requerida para esta ocupación?
- ¿Cuáles son mis puntos más fuertes por el momento?
- ¿Qué necesito para mejorar?
- ¿Qué puedo hacer para mejorar mi español?

INFORMATIONAL INTERVIEW
ENTREVISTA INFORMATIVA

Person interviewed: ______________________________
Persona entrevistada:

Position: ______________________ *Organization:* ______________________
Posición: Organización

How to contact: ______________________________
¿Cómo hacer el contacto?

1. *What do you do on this job?*
   ¿Qué hace usted en este trabajo?

2. *What are the requirements for this job?*
   ¿Cuáles son los requisitos para este trabajo?

3. *Once you were hired, what kind of training did you receive, or how did you learn this job?*
   Una vez aceptado en este trabajo, ¿qué clase de entrenamiento recibió o como aprendió usted a hacer?

4. *What role does this job require of you? For example, do you dress, talk, or act in a different way at work? (compared to at home.)*
   ¿Qué papel requiere de usted este trabajo? Por ejemplo, ¿tiene que vestirse, hablar o actuar distinto de cómo lo hace en su casa?

5. *What skills do you use in relation to data, people and things?*
   ¿Qué habilidades usa relacionadas con datos, gente o cosas?

6. *What do you see as the advantages and disadvantages of this job?*
¿Qué ve usted como ventajas o desventajas en este trabajo?

7. *How would this type of job be different if you worked for a different organization?*
¿Qué tan diferente sería este trabajo si usted estuviera en otra organización?

8. *What job did you have before and what job would you like next?*
¿Qué trabajo tuvo antes y qué trabajo le gustaría tener más adelante?

Additional Questions:

Preguntas adicionales:

OBSERVATION OF JOB SITE/ORGANIZATION

OBSERVACION DE LUGARES/ORGANIZACION DE TRABAJO

Site visited:

Lugar visitado:

Contact Person:

Persona que sirve de contacto:

Physical setting:

Localidad/Ambiente

Work activities observed:

Actividades de trabajo obeservadas:

Size of company/organization:

(is it a branch of a larger organization?)

Tamaño de la compañía/organización:
(¿Visitó una rama de una organización grande?)

Chain of command:

(who reports to whom?)

Cadena de mando:
(¿quién responde a quién?)

Employees:

Empleados:

Type of people/jobs

Tipo de gente/trabajos

Dress

Forma de vestir

What do the employees have in common?

¿Qué tienen los empleados en común?

Does any personality type dominate?
(realistic, investigative, artistic, enterprising, conventional, social)
¿Domina algún tipo de personalidad?
(realista, investigador, artístico, emprendedor, convencional, negociante)
Your impression of the employees
¿Qué impresión le hicieron los empleados?

Work:

Trabajo:

How is work carried out? (alone, group effort; on site or elsewhere)
¿Cómo se hace el trabajo? (Solo, esfuerzo de grupo, en el lugar o en otra parte)

Does work involve primarily people, data, or things?
¿Qué comprende el trabajo? ¿Datos o cosas?

Describe the work environment? (pressured, friendly, impersonal)
¿Cómo es el ambiente de trabajo? (¿Cuánta presión? amistoso, impersonal)

What are the common work goals of the organization?
¿Cuáles son las metas comunes de la organización?

How are workers paid? (salary, commission, etc.)
¿Cómo se paga a los trabajadores? (salario, comisión, etc.)

Organizational policy:
Reglamentos de la organización:

What seems to be some of the written or unwritten rules? (For example, men will wear ties, or it is OK to have a break when you feel like it)
¿Cuáles parecen ser algunas de la reglas escritas o no escritas? (por ejemplo, los hombres usan corbata. Está bien tomar un descanso cuando el empleado lo deseé.)

You and this work environment:
Usted y este ambiente de trabajo:

Your overall impression
Sus impresiones totales

Would you like working here?
¿Le gustaría trabajar aquí?

THE WORK ETHIC

Attitude towards work in the United States. Different cultures have different attitudes towards work, including what kind of work is most valued and what role work should play in the society. The early Protestant settlers of the United States held some unique beliefs which still influence how work is viewed in American society. They viewed work as being good in itself, and idleness (the absence of work) as being evil. Material success meant that their God had favored their efforts.

Since the colonial days, there have been other cultural and religious influences in the United States. However, work continues to be an important cultural value. This belief in the value and importance of work has been called the work ethic. The work ethic may affect you in some of these ways:

- Your job is a large part of your identity
- Your status is judged according to occupation and work achievement
- No matter what your economic level, you are expected to move to get a job or your company expects you to move to keep the job you already have
- the people you work with become a second family to you (think of the many TV programs based on such work families)

Your attitude towards work. Different cultures have different attitudes towards work, and individual attitudes will always vary. Discuss the following statements with your classmates. To what extent, do you agree or disagree with each statement? What is your personal attitude towards work? Is this attitude compatible or incompatible with your other goals?

ETICA DE TRABAJO

Actitud hacia el trabajo en los Estados Unidos. Las actitudes hacia el trabajo varían dentro de culturas deferentes, incluyendo cuál clase trabajo es más valioso y qué papel debe tener el trabajo en la sociedad. Los primeros colonos Protestantes en los Estados Unidos tenían algunas creencias únicas que todavía influyen en la forma que la sociedad americana ve al trabajo. Consideran el trabajo como algo bueno, y necesario, la inactividad como cosa del demonio. El éxito material significaba que Dios los había favorecido por sus efuerzos.

Desde los días de la colonia han existido otras influencias culturales y religiosas en los Estados Unidos. Sin embargo, el trabajo continúa siendo un valor cultural importante. Se llama ética de trabajo y pudiera afectarlo/a usted en alguna de estas maneras:

- Su trabajo es gran parte de su identidad
- Su nivel social se juzga por su ocupación y éxitos logrados
- Sin tomar en cuenta su nivel ecónomico, se espera que usted cambie de localidad para obtener un trabajo, o la compañía para la cual trabaja, espera que usted se cambie de localidad para conservar el trabajo que ya tiene usted.
- La gente con quien usted trabaja se convierte en una segunda familia para usted. (Observe los programas de TV en que sus personajes viven de manera semejante a una familia.)

Su actitude hacia el trabajo. Otras culturas tienen actitudes diferentes hacia el trabajo; además, las actitudes individuales también serán distintas. Discuta las siguientes afirmaciones con sus compañeros de clase. ¿Hasta donde está usted de acuerdo o en desacuerdo con cada afirmación? ¿Cuál es su actitud personal hacia el trabajo? ¿Es su actitud compatible incompatible con otras de sus metas?

STATEMENTS FOR DISCUSSION
AFIRMACIONES PARA DISCUSION

1. *Hard work is good for you.*
   El trabajo duro es bueno para usted.

2. *All work is dignified.*
   Todo trabajo es digno.

3. *Work is a punishment.*
   El trabajo es un castigo.

4. *The best workers are the people who get ahead.*
   La gente que tiene éxito es la que trabaja mejor o más.

5. *The main purpose of working is to earn money.*
   El objeto principal de trabajar es para ganar dinero.

6. *There is a satisfying job for everyone.*
   Existe un trabajo satisfactorio para cada persona.

7. *Work is its own reward.*
   Trabajar es el premio del trabajo.

8. *If it's not worth doing right, it's not worth doing.*
   Si no vale la pena hacerlo bien, no vale la pena hacerlo.

9. *Good work is always rewarded.*
   El buen trabajo siempre es premiado.

10. *Work is love made visible.*
    El trabajo es amor hecho visible.

11. *Work is what you do to obtain material well-being for your family.*

    Trabajo es lo que ested hace para obtener bienestar material para su familia.

12. *The kind of work you choose is a way of saying who you are.*

    La clase de trabajo que usted escoge es la forma de decir quien es usted.

13. *To work is to contribute to society.*

    Trabajar es contribuir a la sociedad.

EXPERIENCE PLAN

Work Interest

Job title:

Desirable experience:

My activity plan:

1) next week-
2) by end of course-
3) by end of year-

Hobby/General Interest

Hobby or general interest:

What have I done in this area?

What would I like to do?

My activity plan:

1) next week-
2) by end of course-
3) by end of year-

Some jobs that are related to my interest area:

Contract

At the end of the course, I will discuss the results of this plan with my group partner and or instructor.

Date	My Signature	Group Partner	Instructor

PLAN PARA ADQUIRIR EXPERIENCIA

Interés en Tipos de Trabajo

Título del trabajo:
Experiencia deseable:
Mi plan de actividad:

1) la semana entrante-
2) al final del curso-
3) al final del año-

Pasatiempo/Interes General

Pasatiempo o interés general:
¿Qué he hecho en ésta area?
¿Qué me gustaría hacer?

Mi plan de actividad:
1) la semana entrante-
2) al final del curso-
3) al final del año-

Algunos trabajos relacionados con el área de mi interés:

Contrato

Discutiré los resultados de este plan con mi compañero de grupo, al finalizar el curso.

Fecha	Mi firma	Compañero de Grupo	Instructor

UNIT III. ECONOMIC AWARENESS

Time: 2 hours

Objectives:

- Students will be able to name the types of jobs which are increasingly available, and the types of jobs which are decreasingly available.
- Students will be able to name several social trends, including the growth in the Hispanic population, and speculate on their impact on jobs.
- Students will be able to name sources of information for employment outlook and for salary ranges for specific positions in which they are interested.
- Students will articulate their economic needs and goals.
- Students will compare salaries in various fields and discuss monetary and other rewards.

A. Labor Market Trends

Time: 1 hour

Materials: For Students

What will happen in the labor market?

For Instructor

Projections of Employment by Industry and Occupation, 1980-1985. California Employment Development Department, 1979.

Charts to be made into overhead transparencies (Figures 2-7)

Objectives:

1) Students will practice reading tables.

2) Students will be able to define terms relating to the labor market.

3) Students will be able to discuss and explain changes in the job market and reasons.

Activities:

- Discuss and define the concepts below:

  Employment outlook
  Labor market
  Social trends
  Demographic changes

Projection
Assumption
Occupation/Industry

- Have students read What Will Happen in the Labor Market?

- Present overhead projections made from supplementary materials. Discuss questions provided. Tell students where they can find information on employment outlook.

OVERHEAD	DISCUSSION QUESTIONS
1) Figure 2 - Industry profile for California.	1) -What is the biggest industry? -What are the next two largest industries? -What sort of jobs do you find in the service industry? in trade? etc.
2) Figure 3 - Occupational Profile for California	2) -What occupational groups have the largest number of workers? -Which occupational groups show growth and which show decline?
3) Figure 4 - Employment & Growth Rates (2 p.)	3) -How does the overall growth rate for 80-85 compare to the growth rate for 76-80? -What is the growth rate for the area you are interested in?

4) Figure 5 - Comparison of Job Opportunities	4) -What areas are most promising for sales workers, operatives, service workers, etc.? -Do same areas generally seem to have more job opportunities than others?
5) Figure 6 - Industry Growth 76-80	5) -What industry showed most growth in 76-80? (construction)
6) Figure 7 - Industry Growth 80-85	6) -Where is the construction industry five years later? What implications does this have for career planning?

B. Economic Consequences of Career Decisions

Time: 1 hour

Materials: For Students

Pay Check Math

For Instructor

Tax tables for current year

Sources of salary ranges for various occupations

Overheads from Figures 9, 10, and 11.

Objectives:

1) Students will be able to identify forms of income, pay check deductions, and reasons for differences in salary.
2) Students will compare salaries of occupations with their personal financial need.

Activities:

1. Generate a list of various rewards of work, monetary and non-monetary. Write the list on the board or an flip chart. The following is an example:

   REWARDS OF WORK

   money
   prestige
   sense of achievement
   advancing a cause you believe in
   security
   sense of achievement (for what?)
   satisfaction (for what?)
   enjoying the activity
   team spirit with coworkers
   being able to be your own boss

2. Discuss monetary versus other rewards. Many career decisions involve "trade offs" between the need to earn a living and the desire to do what is interesting and appealing, or, the need to avoid work that is stressful and unpleasant. Other values have been discussed elsewhere--this lessor is on the financial rewards of work.

3. Generate a list of 10 or 15 occupations that the class is interested in. Look up the salary ranges for these occupations. Because salary figures vary according to geographic area, and change every year, recent local figures from EDD or the newspaper are best. Make sure you are not comparing apples to oranges, e.g., national figures to local ones, or

starting salaries to average salaries. Expressing salaries in ranges (from $4.50 to $9.00 hour) is sometimes safer. Students can look up figures. Tentative figures can be given in class, to be double checked for homework.

4. Discuss causes of salary difference. How can students explain the difference? Do rules like "more school=more pay" or "more difficult job=more pay" always hold true? (Use overhead of Figure 9)

5. Discuss what is included in a salary (use overhead of Figure 10)

6. Define gross and net salary. Discuss payroll deductions. (Use overhead of Figure 11)

7. Give students the assignment Paycheck Math.

Figure 9. WHY DO SOME PEOPLE MAKE MORE MONEY THAN OTHERS?
¿POR QUE HAY DIFERENCIAS EN INGRESOS?

COLLEGE GRADUATE	GRADUADO DE COLEGIO
NON-COLLEGE GRADUATE	NO GRADUADO DE COLEGIO
MEN	HOMBRES
WOMEN	MUJERES
UNION	SINDICATO
NON-UNION	SIN SINDICATO
PRIVATE INDUSTRY	INDUSTRIA PRIVADA
PUBLIC SECTOR	SERVICIO PUBLICO
BUSINESS OWNER	PROPIETARIO
EMPLOYEE	EMPLEADO
OCCUPATIONS THAT ARE DANGEROUS OR HIGHLY SPECIALIZED	OCUPACIONES QUE SON PELIGROSAS O MUY ESPECIALIZADAS
SUPPLY AND DEMAND	OFERTA Y DEMANDA
OTHER	OTRO

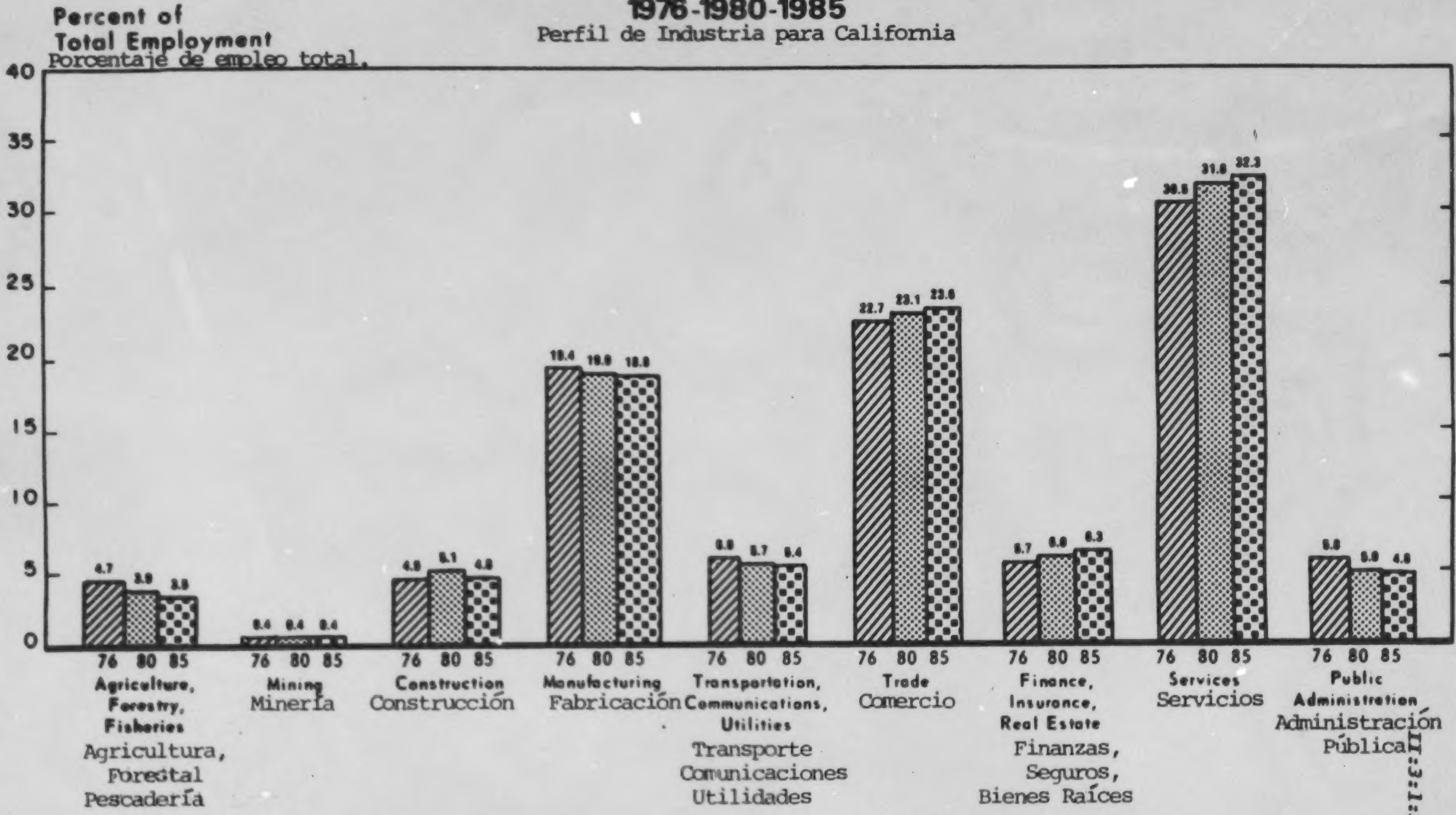
Figure 10. FORMS OF INCOME
FORMAS DE INGRESOS

WAGES	SALARIO
MEDICAL BENEFIT	BENEFICIOS MEDICOS
VACATION PAY	VACACIONES PAGADAS
RETIREMENT BENEFITS	BENEFICIOS PARA JUBILACION
LIFE INSURANCE	SEGURO DE VIDA
PROFIT SHARING	PARTICIPACION EN LAS UTILIDADES
TIPS	GRATIFICACION
COMMISSION	COMISION
BONUS	BONOS
OTHER	OTROS

Figure 11. PAYCHECK DEDUCTIONS
DESCUENTOS EN SU PAGO

GROSS PAY	SALARIO TOTAL
FEDERAL WITHHOLDING TAX	INPUESTO FEDERAL
STATE WITHHOLDING TAX	IMPUESTO ESTATAL
FICA (Federal Insurance Compensation Act)	SEGURO SOCIAL
OASDI (Old Age Survivors Disability Insurance)	SEGURO SOCIAL
RETIREMENT	JUBILACION
UNION DUES	CUOTAS SINDICALES
OTHER	OTRO
NET PAY	SALARIO NETO

Figure 2. **INDUSTRY PROFILE FOR CALIFORNIA***
1976-1980-1985
Perfil de Industria para California



II:3:1:B

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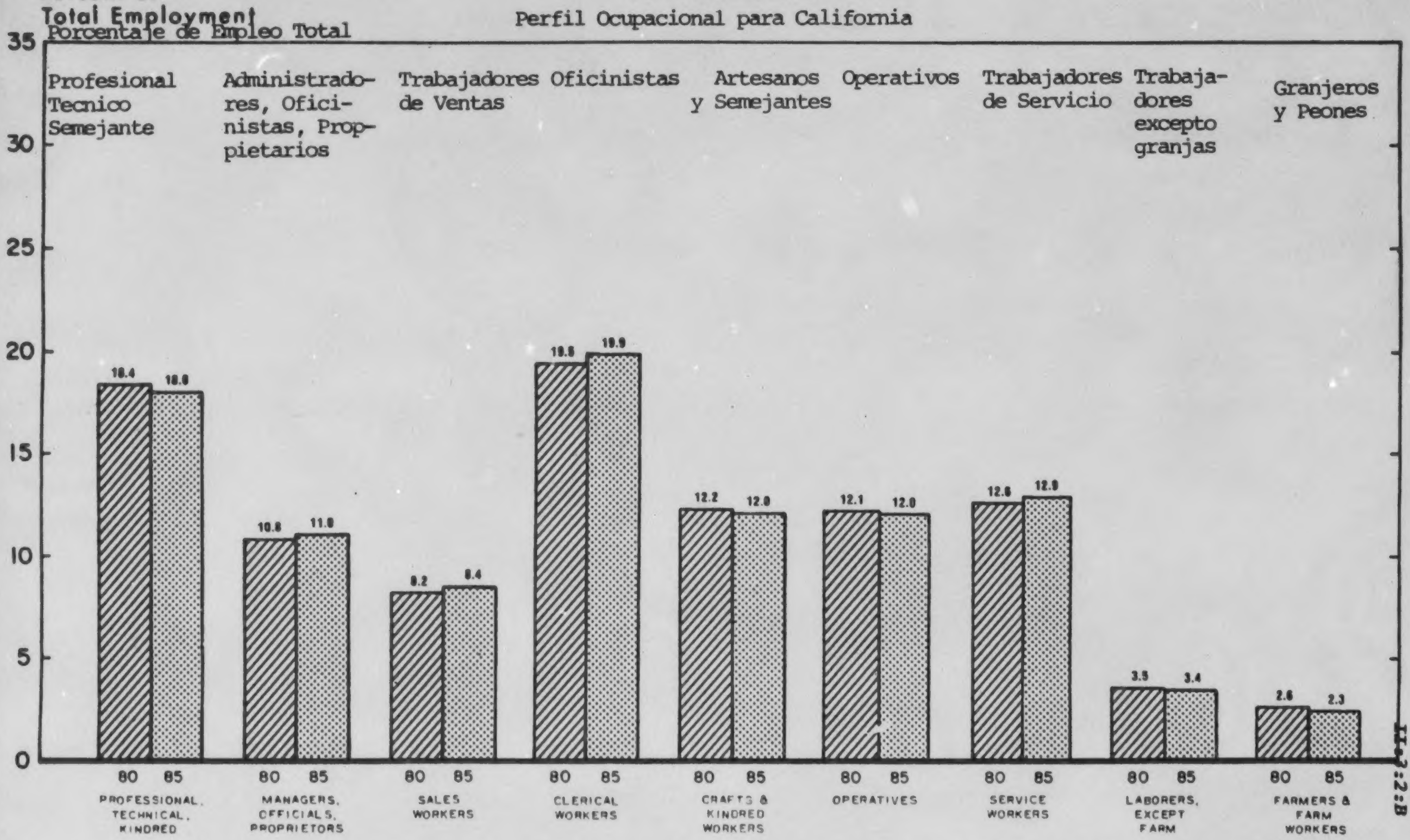
* From *Projections of Employment by Industry and Occupation, 1980-1985*, State of California Employment Development Department, 1979.

Figure 3. **OCCUPATIONAL PROFILE FOR CALIFORNIA*** **1980-1985**

Perfil Ocupacional para California



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* From Projections of Employment by Industry and Occupation, 1980-1985, State of California Employment Development Department, 1979.

Figure 4. EMPLOYMENT AND GROWTH RATES BY INDUSTRY 1976, 1980, 1985 -- STATE OF CALIFORNIA *

Industry[1]	Number of Employed Individuals			Average Annual Growth Rate	
	Estimates 1976	Projected 1980	Projected 1985	76-80	80-85
	(thousands)	(thousands)	(thousands)		
Total, All Industries[2]	9,223	11,070	12,487	5.0	2.6
Agriculture, Forestry, and Fisheries	435	427	442	-0.4	0.7
Mining	40	41	44	0.9	1.4
Construction	419	566	605	8.8	1.4
Manufacturing	1,797	2,104	2,352	4.3	2.4
Durable Goods	1,192	1,432	1,586	5.0	2.2
Fabricated Metal Products	130	158	172	5.2	1.8
Machinery, Exc. Electrical	184	232	271	6.5	3.4
Electrical Machinery	246	307	353	6.2	3.0
Transportation Equipment	275	305	329	2.7	1.5
Aircraft and Parts	177	190	203	1.9	1.4
Nondurable Goods	604	672	766	2.8	2.8
Food and Kindred Products	181	195	212	2.0	1.7
Apparel, Textile Products	104	119	139	3.8	3.3
Printing and Publishing	106	122	141	3.8	3.1
Transportation, Communications, and Utilities	555	628	681	3.3	1.7
Transportation	305	355	385	4.0	1.7
Trucking and Warehousing	114	139	152	5.6	1.8
Communications	141	157	169	2.9	1.6
Telephone (wire and radio)	115	129	136	3.0	1.1
Utilities, Sanitary Services	109	117	126	1.8	1.6
Trade	2,095	2,557	2,941	5.5	3.0
Wholesale Trade	504	604	687	4.9	2.8
Food and Related Products	80	95	107	4.7	2.6
Machinery Equipment, Supplies	101	122	139	5.1	2.8
Retail Trade	1,591	1,953	2,254	5.7	3.1
General Merchandise	273	325	370	4.7	2.8
Food and Dairy Stores	222	260	295	4.3	2.8
Auto Dealers, Gas Stations	198	233	260	4.4	2.3
Apparel and Accessories	94	111	128	4.5	3.1
Furniture and Appliances	70	95	109	8.8	2.9
Eating and Drinking Places	453	583	696	7.2	3.9
Finance, Insurance, Real Estate	530	668	791	6.5	3.7
Finance	230	296	349	7.1	3.6
Banking	144	185	218	6.9	3.6
Insurance	156	185	219	4.7	3.7
Real Estate	144	187	223	7.5	3.9
Services	2,815	3,524	4,028	6.3	2.9
Hotels and Lodging Places	127	155	185	5.4	3.9
Miscellaneous Business Services	334	493	624	11.9	5.3
Employment, Temporary Help	49	83	108	17.3	6.1
Automobile Repair Services	88	117	143	8.4	4.3

* From Projections of Employment by Industry and Occupation, State of California Employment Development Department, 1979.

Figure 4. EMPLOYMENT AND GROWTH RATES BY INDUSTRY (CONT.)
1976, 1980, 1985 -- STATE OF CALIFORNIA

Industry1/	Number of Employed Individuals			Average Annual Growth Rate	
	Estimates 1976	Projected 1980	Projected 1985	76-80	80-85
	(thousands)	(thousands)	(thousands)		
Miscellaneous Entertainment	68	91	110	8.3	4.2
Medical and Other Health	636	777	893	5.5	3.0
Offices of Physicians	108	132	150	5.5	2.7
Hospitals	336	404	465	5.0	3.1
Educational Services	882	919	952	1.1	0.7
Elementary, Secondary	592	613	630	0.9	0.6
Colleges and Universities	219	242	262	2.6	1.7
Nonprofit Organizations	205	249	289	5.4	3.2
Private Households	99	101	102	0.5	0.3
Other Professional, Related Serv.	166	246	306	12.2	4.8
Eng. and Arch. Services	51	82	102	15.7	4.8
Government	539	556	603	0.8	1.7
Federal Public Administration	236	236	243	-0.1	0.6
State Public Administration	59	67	73	3.6	1.9
Local Public Administration	244	253	286	0.8	2.6

/ Major industries are aggregated here according to the census classification method. All classes of civilian workers are included (private wage and salary, self-employed, unpaid family, and government). A major proportion of government workers are assigned to the various industries in which they would appear if they were in private employment; i.e., construction crafts workers employed by government agencies are counted with construction; municipal utility workers are counted with transportation, communications, & utilities; and public school employees are included with education as part of the services industries. Remaining in public administration are such groups as public officials, police officers and fire fighters, and employees of regulatory agencies.

/ Individual line items may not add to totals because of rounding.

Figure 5. COMPARISON OF THE JOB OPPORTUNITY RATIO* FOR THE THIRTEEN LARGEST SMSA'S**, THE STATE, AND THE NATION

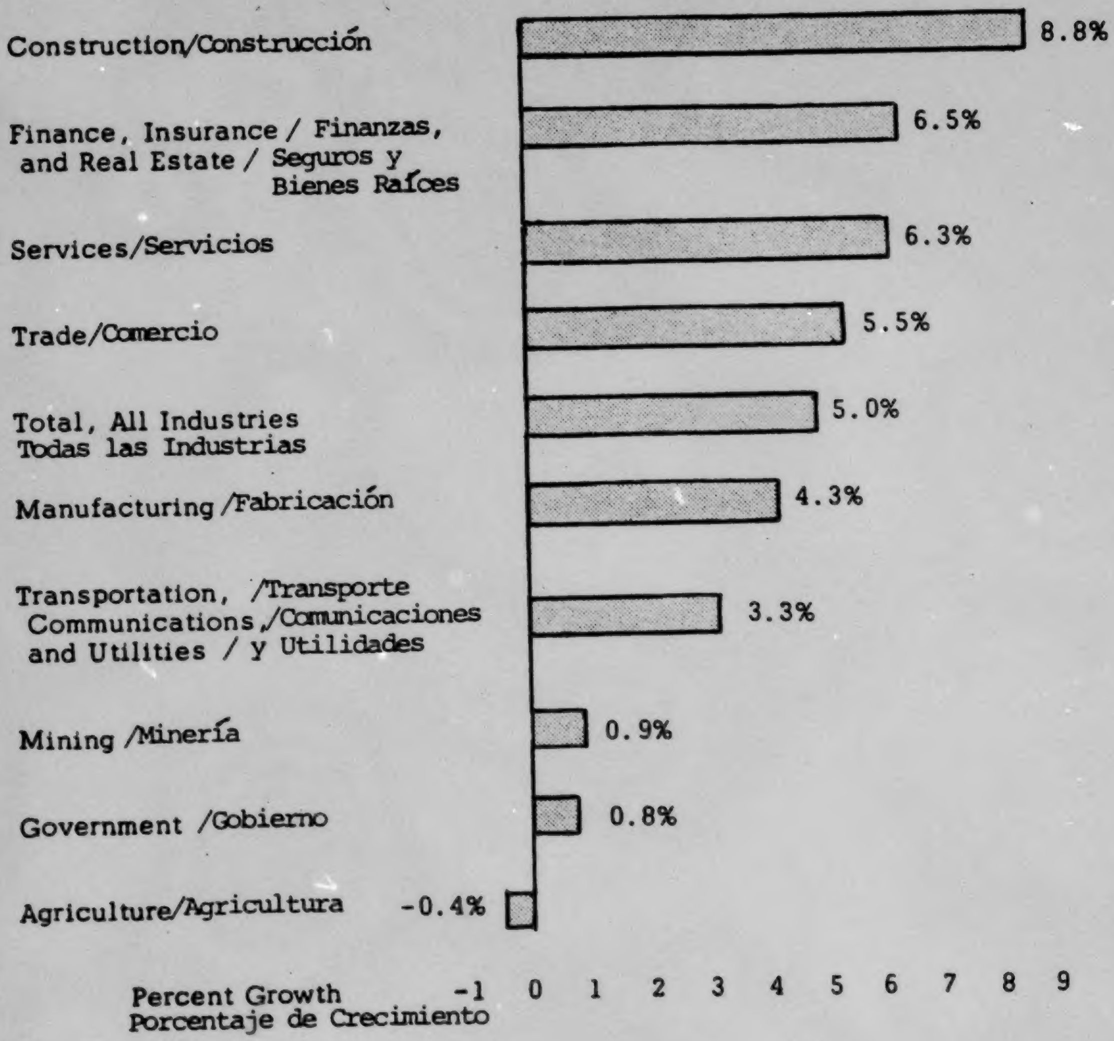
Metropolitan Area	All Occupations	Professional, Technical	Managers, Officials	Sales Workers	Clerical Workers	Crafts and Kindred	Operatives	Service Workers	Laborers	Farmers and Farm Workers
California	5.8	4.8	6.6	7.5	6.5	4.8	5.0	6.9	4.7	4.4
Sacramento	7.2	6.0	8.1	10.3	7.1	6.7	7.0	8.2	5.6	3.9
Riverside-San Bernardino-Ontario	7.0	5.3	8.0	10.0	7.3	7.0	6.4	7.4	6.5	3.9
San Diego	6.7	5.9	7.3	7.7	7.4	5.3	6.2	7.6	5.3	5.6
Fresno	6.7	5.5	7.4	8.4	7.3	7.1	6.2	8.1	5.5	5.1
San Jose	6.5	5.5	7.6	7.8	7.5	5.4	6.5	7.0	6.1	3.7
Anaheim-Santa Ana-Garden Grove	6.2	4.9	6.8	7.4	6.9	5.5	5.9	6.8	4.8	3.4
Santa Barbara-Santa Maria-Lompoc	6.1	4.6	6.6	7.8	6.6	6.1	5.7	6.9	5.4	5.4
Salinas-Seaside-Monterey	5.9	5.0	6.3	7.1	6.1	4.9	4.8	7.6	5.0	5.9
Bakersfield	5.8	4.8	5.8	6.8	6.4	5.3	4.9	7.1	5.0	5.9
Oxnard-Simi Valley-Ventura	5.7	4.8	6.6	7.9	6.5	5.0	4.5	6.8	4.9	4.1
Stockton	5.6	5.3	6.1	6.9	6.2	4.8	5.4	7.0	3.8	4.0
San Francisco-Oakland	5.1	4.0	5.9	6.3	5.6	3.6	3.5	6.9	3.5	4.5
Los Angeles-Long Beach	5.0	4.2	5.8	6.4	5.7	3.9	4.2	6.1	4.1	4.7
Estimated National	5.8	5.4	6.4	6.4	7.3	5.6	5.0	7.3	4.1	3.0

* From Projections of Employment by Industry and Occupation, State of California Employment Development Department, 1979

** Standard Metropolitan Statistical Area

Figure 6. ESTIMATED AVERAGE ANNUAL PERCENT GROWTH*
BY INDUSTRY DIVISION, 1976-1980

PROPORCION DE PROMEDIO ANUAL DE CRECIMIENTO EN LA INDUSTRIA



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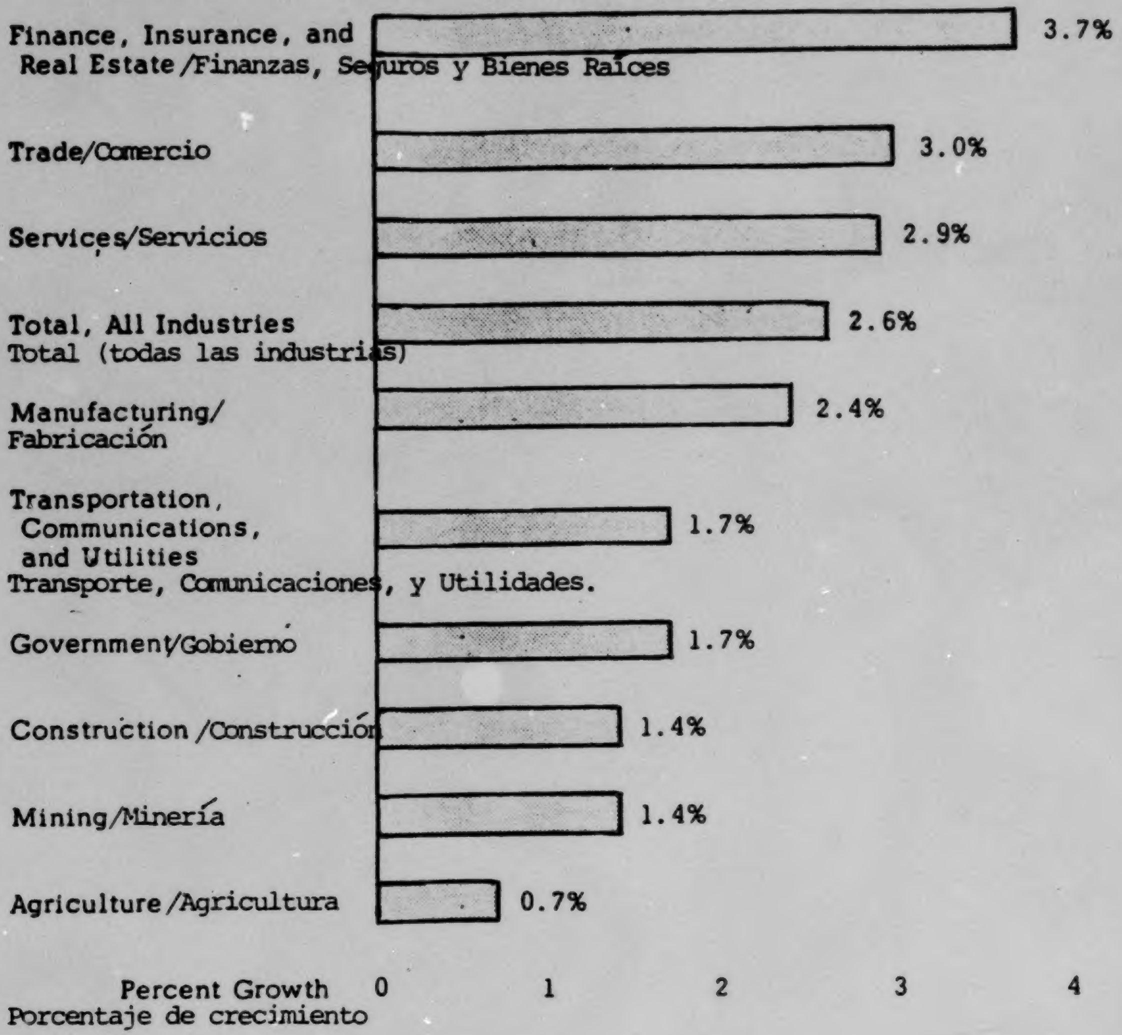
* From Projections of Employment by Industry and Occupation, 1980-1985 State of California Employment Development Department, 1979.

Figure 7. ESTIMATED AVERAGE ANNUAL PERCENT GROWTH BY INDUSTRY DIVISION, 1980-1985 *
PROPORCION DE PROMEDIO ANUAL DE CRECIMIENTO EN LA INDUSTRIA



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* From Projections of Employment by Industry and Occupation, 1980-1985. State of California Employment Development Department, 1979.

WHAT WILL HAPPEN IN THE LABOR MARKET?

If you are like most students, you view college as preparation for an eventual job. Therefore, you need to know what the opportunities will be in various fields. Although no one can say exactly what the future economy and labor market will be like, we can use several sources of information to help us look into the future. Three of these are labor market projections, social trends, and demographic changes.

Labor market projections. The California Employment Development Department has made some educated guesses about what employment conditions will exist between 1980 and 1985. There are two ways to look at labor market projections. One is to look at the industry, such as manufacturing; and the other is to look at the occupational categories, such as professional or clerical, which could exist in a number of industries. The California industries that will employ the most people are:

1) Services (providing a service to people such as recreation worker, bartender, hairdresser, childcare, worker.)

2) Trade (selling, wholesale and retail)

3) Manufacturing (production of goods)

The industries with the most growth are:

1) Finance (banking), insurance & real estate.

2) Trade

3) Services

The occupation groups with the largest number of workers will be:

1) Clerical workers

2) Professional, technical, & kindred

3) Service workers

Projection of growth for individual occupations are decribed in the chart which follows.

The service industry appears in all lists and therefore will be an important source of employment. Training for many service occupations is available within the community college system, including recreation, hotel management, early childhood education, cosmetology, etc. The two occupational groups with the largest number of workers - (1) clerical and (2) professional, technical and kindred - both require training and education available at the community college. In addition, preparation for all but one or two of the occupations with the greatest growth can also be obtained at community college.

Caution. You should not base your career decision merely on the labor market. If you have an interest or talent in an area of low employment growth, don't abandon it because there will still be some jobs in that area, and perhaps you have a unique contribution to make. Also, remember that labor market needs change rapidly and unpredictably.

Social Trends. We live in a world that is changing so rapidly that some of us are having trouble adjusting and are suffering from "future shock." Some people alive today can remember when the autombile was a luxurious toy and the horse was still important for farm work and transportation. Now the

FIGURE 8

OCCUPATIONS WITH THE GREATEST NUMBER OF AVERAGE ANNUAL JOB OPPORTUNITIES STATE OF CALIFORNIA, 1980-1985

OCCUPATION	1980 EMPLOYMENT (thousands)	Average Annual Job OPPORTUNITIES (thousands)
Total, All Occupations	11,070.2	643.2
Sales Workers, n.e.c.	682.5	48.4
Other Managers, Administrators	695.9	43.3
Secretaries, Other	470.6	37.8
Bookkeepers, Account Clerks	257.5	15.7
Miscellaneous Clerical Workers, n.e.c.	106.9	13.1
Janitors and Sextons	193.3	12.6
Cooks, Except Private	154.8	12.3
Waiters, Waitresses	189.1	12.0
Cashiers	152.8	11.9
Assemblers	169.3	10.8
Real Estate Agents, Brokers	91.5	10.8
Blue Collar Workers, Supvr., n.e.c.	210.2	10.6
Typists	166.2	9.5
Registered Nurse	142.9	9.4
Accountants	146.8	8.6
Farm Laborers, Wage Workers	220.1	8.5
Gardener, Groundskeeper, Exc. Farm	99.2	7.9
Guards	59.3	6.3
Sewers and Stitchers	74.2	6.3
Auto Mechanics	119.1	5.9
Managers, Superintendents, Bldg.	35.0	5.4
Truck Drivers	159.6	5.2
Bank, Financial Managers	72.8	5.1
Insurance Agents, Brokers, etc.	69.8	5.1

automobile is a part of everyone's life and central to many industries, including:

Auto Manufacturing
Car Part Sales
Gas Stations
Oil Import
Oil Refining
Auto Repair
Tourism
City Transportation
Drive-ins
Motels
Highway Construction
(can you think of others?)

Changes as far reaching as the invention of the automobile are occurring today that will also have an effect of how and where people work. Some of these are:

- The invention and continuing use of computers.
- The energy crisis and the search for alternative energy technologies, including nuclear and solar.
- The information revolution.
- Medical advances and the development of new drugs.

Already there is an increased need for people with technical and scientific background and for people with good organizational and verbal skills. Certain employment fields such as home computer repair, will become as common as auto mechanics.

Other changes are also occurring in the way we live and work, as individuals and as a society. For example, more women are working, creating greater need for child-care and all the services purchased by working people and by higher, two-income families. People are living longer, so there is more of a market for services to the elderly. Manufacturing is increasingly becoming a multi-national concern: a piece of equipment may be assembled in one country, out of pieces that are made in two others, before it is shipped for sale to a fourth country.

What changes do you see and what implications will these changes have for jobs?

Demographic Changes: Another important area of change is occurring in population trends, or demographics. For example, the Chicano/Latino population in California is growing much faster than the general population. In 1970 Spanish-surname people made up 11.9% of the population, but by 1980 this had grown to 19.2%. The average age of this population is 22.1, about ten years younger than the average age of the general population.

What will the Chicano/Latino population need and what can Chicanos and Latinos contribute? Here are some ideas. Can you think of others?

NEEDS OF CHICANO/LATINO POPULATION

- Bilingual/bicultural teachers and recreation workers
- Bilingual salespeople
- Hispanics who can produce media including advertising, radio, TV, film
- Bilingual medical personnel (including all specialties)
- Services and products for children and young adults

-What can you add to the list?

CONTRIBUTIONS OF CHICANO/LATINO PEOPLE

- Spanish-speaking business people to work for companies that sell, buy or manufacture in Latin America
- Foreign service personnel who understand biculturalism and who speak Spanish
- Music and art from a unqiue cultural tradition

-What can you add to this list?

¿QUE PASARA EN EL MERCADO LABORAL?

Si usted es como la mayoría de los estudiantes, usted ve el colegio como preparación para un trabajo eventual. Por eso, es necesario saber que oportunidades habrá en diferentes campos. A pesar de que nadie puede decir exactamente cuales serán la economía y el mercado de trabajo, podemos buscar varias fuentes de información que nos ayuden a ver en el futuro. Tres de éstas son: Perspectivas de trabajos, tendencias sociales y cambios demográficos.

Perspectivas de trabajos: El departamento de desarrollo de Empleo de California ha hecho algunos estudios acerca de las posibles condiciones de empleo que existirán entre los años de 1980 y 1985.

Hay dos modos de mirar las perspectivas de mercado de trabajo: Una es mirar la industria, como fabricación, y la otra es mirar las categorías de ocupaciones como las profesionales o de oficina, que pudieran existir en varias industrias.

Las industrias californianas que emplearán más gente son:

1) Servicios (como proporcionar servicios a la gente en recreación, cuidado de niños, cantinero, peluquero)

2) Comercio (ventas al menudeo y mayoreo)

3) Fabricación (en general)

Las industrias con mayor crecimiento son:

1) Finanzas (comercio de bancos), seguros y bienes raíces.
2) Comercio
3) Servicios

Los grupos ocupacionales con más trabajadores serán:

1) Oficinistas
2) Profesionales, técnicos, y otros semejantes
3) Trabajadores de servicios

Las ocupaciones individuales con el mayor crecimiento aparecen en la siguiente lista.

OCUPACIONES CON EL MAYOR PROMEDIO DE OPORTUNIDADES ANUALES DE EMPLEO EN EL ESTADO DE CALIFORNIA, 1980-1985

Ocupaciones	1980 EMPLEO por millar	Promedio de OPORTUNIDADES Anuales de Empleo por millar
Total de todas las ocupaciones	11,070.2	643.2
Vendedores/empleados de ventas	682.5	48.4
Otros administradores	695.9	43.3
Secretarias, otros	470.6	37.8
Tenedor de libros, ayudantes de contadores	257.5	15.7
Oficinistas (varias clases)	106.9	13.1
Mozos	193.3	12.6
Cocineros/as (no particulares)	154.8	12.3
Meseros/as	189.1	12.0
Cajeros/as	152.8	11.9
Montadores	169.3	10.8
Agentes de bienes raíces/comisionistas	91.5	10.8
Obreros, Supervisores	210.2	10.6
Mecanógrafos/as	166.2	9.5
Enfermeros/as	142.9	9.4
Contadores/as	146.8	8.6
Trabajadores del campo	220.1	8.5
Jardinero/a	99.2	7.9
Guardias	59.3	6.3
Costureros/as	74.2	6.3
Mecánicos de coche	119.1	5.9
Administradores de edificios	35.0	5.4
Choferes de camiones de carga	159.6	5.2
Administradores de banco y finanzas	72.8	5.1
Agentes de Seguros, Comisionistas, etc.	69.8	5.1

Los trabajadores de servicios aparecen en todas las listas, y por eso son una fuente de empleo importantes. Los colegios de la comunidad proporcionan entrenamiento en muchas ocupaciones para servicios, incluyendo recreación, administración de hoteles, educación para niños muy pequeños, cosmetologia, etc.

Los dos grupos ocupacionales con el mayor grupo de trabajadores - oficinistas y profesionales, tecnicos y otros semejantes - ambos requieren entrenamiento y educación que puede obtenerse o empezarse en colegios de la comunidad. Además, la preparación para casi todas las ocupaciones con mayor crecimiento, también puede obtenerse en estos colegios.

Precaución: No debe usted elegir su carrera basándose sólamente en los trabajos mas fáciles de obtener. Si usted tiene interés o talento en una área de crecimiento lento de trabajo, no lo abandone porque de cualquier manera habrá algunos trabajos en esa área, y quizá usted pudiera contribuir en forma única. Recuerde también que las necesidades de empleos cambian rápidamente y son imposibles de predecir.

TENDENCIAS SOCIALES. Vivimos en un mundo que está cambiando tan rápidamente que muchos de nosotros tenemos problemas para ajustarnos y sufrimos de "el choque del futuro." Algunos que aun viven, pueden recordar cuando el automóvil era un juguete de lujo, y el caballo era aun muy importante para trabajo en el campo y como transporte, Ahora, el automóvil es parte de nuestra vida e importantísimo a muchas industrias que incluyen:

Manufactura de autos
Ventas de refacciones
Estaciones de gasolina
Importanción de petróleo
Refinerías de petróleo
Reparacíon de autos

Turismo
Transporte urbano
Cines/restoranes con servicio para autómoviles
Construcción de carreteras
(¿Pueden pensar en más?)

Cambios tan importantes, como la invención del automóvil, también tendrán efecto en cómo y dónde trabaje la gente. Algunos de ellos son:

- Invención y uso de computadoras
- La crisis de energía, y la búsqueda de tecnología como otra alternativa para crear energía, incluyendo la nuclear y solar
- La revolución de información
- Adelantos médicos y el desarrollo de nuevas drogas

Ya existe más necesidad de gente con preparación técnica y científica, y de gente con habilidad para organización y para hablar bien. Ciertos trabajos que ahora hay, tales como reparador de computadoras, serán tan comunes como trabajar en una gasolinera.

También están ocurriendo cambios en la forma que vivimos y trabajamos que nos afectan como indivíduos y como una sociedad. Por ejemplo, más mujeres trabajan, creando mayor necesidad de trabajos para cuidar niños; también más servicios se compran por gente que trabaja y por familias que reciben dos ingresos. La gente vive más años, así que hay mas servicios para los ancianos. La fabricación es ahora un negocio multi-nacional. Una pieza de equipo puede ser hecha en un país, compuesta de otras partes que están hechas en otros dos, antes de ser vendida a un cuarto país.

¿Qué cambios ve usted, y que implicaciones tendrán estos cambios en los trabajos?

Cambio demográfico. La población Chicano/Latina en California está creciendo más rapidamente que el resto de la población. En 1970 la gente de apellido español era el 11.9% de la población, pero en 1980 había aumentado a 19.2%. El promedio de edad de esta población es de 22.1 años, casi diez años más joven que el promedio de edad del resto de la población.

¿Qué necesitará la población Chicano/Latino y en qué pueden los Chicanos y Latinos contribuir? Aquí tenemos algunas ideas. ¿Cuáles tiene usted?

NECESIDADES DE LA POBLACIÓN CHICANO/LATINA

- Profesores bilingües/biculturales y trabajadores de recreación.
- Vendedores bilingües
- Hispanos que trabajen en medios publicitarios incluyendo anuncios, radio, TV, películas.
- Personal bilingüe médico (incluyendo todas las especialidades)
- Servicios y productos para niños y adultos jóvenes.
  ¿Que puede añadir a esta lista?

CONTRIBUCIONES DE GENTE CHICANO/LATINA

- Gente de negocios de habla hispana que trabaje para compañías que venden, compren o fabriquen en América Latina.
- Personal en el cuerpo diplomático que entienda el biculturalismo y que hable español.
- Música y arte de una tradición cultural única.
  ¿Qué que puede añadir a está lista?

PAYCHECK MATH

Calculate the salary. How do you compare a job that pays $900 a month to a job that pays $7 an hour? You must put them both in the same form. This chart will help you in your calculations, but make any adjustments you need.

hourly rate:

daily rate = hourly x 8 (average full-time)

weekly rate - 35 to 40 x hourly rate

monthly = 20 to 22 x daily (depending on whether holidays are paid and whether monthly salary is constant or varies according to length of month)

yearly = 12 x monthly (if pay is constant)
260 x daily rate (if holidays are paid)
240 x daily rate (if holidays are not paid)

MATEMÁTICAS DE SU CHEQUE DE PAGO

Calcule el salario. ¿Cómo compara un trabajo que paga $900 al mes con otro que paga $7 la hora? Este cuadro le ayudará calcularlo. Haga los ajustes necesarios.

pago por hora:

promedio diario = hora x 8 (promedio por tiempo completo)

promedio semanal = 35 a 40 x pago por hora

promedio mensual = 20 a 22 x día (dependiendo de días festivos pagados y de si el salario mensual es constante o varía de acuerdo con los dias de cada mes).

anual = 11 x mensual (si el pago es constante)
260 x promedio diario (si se pagan días festivos)
240 x promedio diario (si no se pagan días festivos)

Your ideal monthly budget. How much would you need to live the way you would like to in this community? The following categories are to help you think of common expenses, but feel free to add others. The idea is not to be as extravagant as possible, but to do what suits you.

Su presupuestro mensual ideal. ¿Cuánto necesita para vivir en esta comunidad cómo usted quisiera? Las categorias siguientes le ayudarán a pensar en gastos comunes; añada otros gastos si lo desea. La idea no es ser tan extravagante como sea posible, sino hacer lo que parezca mejor.

Monthly Expenses:	Gastos Mensuales:
rent:	renta:
telephone:	teléfono:
utilities:	utilidades:
car payment:	pago de transporte:

transportation expenses:	gastos de transporte:
groceries:	víveres:
insurance:	seguros:
entertainment:	diversión:
lunches:	almuerzos:
education:	educación:
savings:	ahorros:
repaying loans:	pago de préstamos:
clothes:	ropa:
furniture/major purchases:	muebles/compras grandes:
other:	otros:
Total: __________.	
Approximate gross monthly salary required: ______________.	Salario mensual necesario: _______________.

Will the career you are considering be adequate to your needs? If not, will you adapt your expenses? Consider other career choices?

¿La carrera que usted está considerando será la adecuada para sus necesidades? Si nó, ¿Adaptará sus gastos? ¿Consideraría otras carreras?

UNIT IV. HISPANICS IN THE WORK FORCE

Time: 3 hours

Objectives:

- Students will review recent statistics and historical material relating to the employment of Hispanics.
- Students will relate statistics and historical events to their own experience and to their family's history.
- Students will discuss their career and educational aspirations as members of a distinct cultural group.

A. Employment, Education and Income

Time: 1 hour

Materials: For Students

Figure 12- Years of School Completed...
Figure 13- Percentage of mployed...
Figure 14- Median Annual Earnings...
Discussion questions

For Instructor

Overhead transparencies of charts

Additional resources:

California Labor Market Issues For Hispanics. State of California Employment Development Department, 1981.

Condition of Education For Hispanic Americans by G. H. Brown, N. L. Rosen, S. T. Hill, and M. A. Olivas National Center For Education Statistics, 1980.

450 Years of Chicano History in Pictures Chicano Communications Center, Florencia Publications, New Mexico, 1976.

Occupied America by Rodolfo Acuna. Harper and Row, 1981.

Workers of Spanish Origin: A Chartbook. U. S. Department of Labor, Bureau of Labor Statistics, 1978.

Objectives:

1) Students will interpret charts on the educational achievement, employment and income of Hispanics and draw conclusions about the data provided.

Activities:

1. Instructor shows overheads of the three charts (Figure 12, 13,14) and discusses:

   - what is a sample, mean, etc.
   - usefulness and limitations of survey data (limited to one year, a certain size sample, etc.)
   - what percentages mean (percent of what?)
   - how to get information from a table

2. Students divide into groups of three, each group with a set of charts and discussion questions. Each student interprets one chart for the group. Students discuss questions.

3. As a class, the students summarize the small group discussion, and generate further discussion. The instructor summarizes the opinions, experiences, and observations of the group.

B. The Undocumented Worker

Time: 30 minutes

Materials: For Students
Current event clipping

For Instructor
Same

Objectives: 1) Students will review what is said in the media about undocumented workers.

2) Students will discuss contributions of undocumented workers.

Activities:

1. Ask students to bring articles, clippings, reports of radio or TV programming or review periodical literature on undocumented workers.

2. Discuss the view of undocumented workers presented in the media, including any possible effects this view may have on all Hispanic workers. Discuss the terms undocumented worker and illegal alien.

3. Discuss, as a balance to negative media presentations, some contributions of undocumented workers, including:

   - Contribution to taxes and social security which are not reclaimed

   - Willingness to take jobs not desired by other members of labor force

   - The greater proportion of social security contributors to benefactors due to the younger average age of the Hispanic worker.

4. Discuss the history of immigration laws (See Hispanic Chronology-II:4:5). How and why have these laws changed?

C. Labor History of Hispanics in California

Time: 2 hours

Materials: For Students
Hispanic Chronology: A Brief Digest of the Hispanic Experience in California
Personal and Family Work History

For Instructor

Additional Resources:

California Labor Market Issues:
Hispanics. State of California
Employment Development Department, 1981.
List of career clustering systems.

Objective:

1) Students will be able to discuss verbally and in writing the relationship between their personal and family work history and the history of Hispanics in California.

Activities:

1. Have students read the Hispanic Chronology. This could be given as a homework assignment, or each item could be read out loud by a different student with pauses for discussion, commentary, or translation.

   Discuss Hispanic Chronology. If students come from Latin American countries other than Mexico, discuss major events relating to their particular group. The following questions are designed to help students see the relationship between their own past and historical events, and to draw conclusions:

   -- How long has your family lived in California? What historical events were occuring at that time? How did these events affect your family?

   -- How have specific events mentioned in the Hispanic Chronology affected you, your family, or people you know?

- During the great depression many persons of Mexican origin were deported. Did this have an affect on your family? How?

- The Bracero Program, which imported Mexicanos primarily for field work, affected many of us. Did any of your relatives come to this country as a result of this federal policy?

- The Civil Rights Act of 1964 declared the right to equal employment opportunity. After this act was enacted many special programs were instituted. Have you and/or your family members participated in any of these programs?

- The EOP (Educational Opportunity Program) and EOPS (Educational Opportunity Program and Services) are programs that help students to enter higher education. Do you know anyone participating in these programs?

-- What government acts have had a negative effect on the employment, economic advancement, and education of Hispanics?

-- What government acts are intended to have a positive effect on the employment, economic advancement, and education of Hispanics?

-- In your view, what is the relationship between historical events and the present status of Hispanics in California?

2. Have students complete individual family work history tree or group work history chart.

OPTION A: Personal and Family Work History. Students complete work history individually and share the results and discuss in small groups.

OPTION B: Group Work History Chart. Instructor and students complete group work history on large pieces of paper taped to the wall. The instructor writes the headings according to the model provided. Group sharing of this kind will be more successful if other class activities have already built a climate of trust, and if students understand that they can learn from each other's experience (See Section One). The Wall Chart is used to generate observations and discussion by entire class.

Directions for Group History Wall Chart:

1. Instructor should model by completing chart first and explaining the categories.

2. The job of a family member is the one or two occupations you associate with that person.

   For example: grandmother - housewife
   mother - school aide

   If the job of a family member is not known or you do not wish to share, leave blank.

3. To record the work achievement of other family member, write the person's relationship and what they did.

   For example: cousin - pilot

   Achievement can be positive or negative - whatever had an effect, sometimes a negative experience can be motivating as well as a positive one.

4. Significant other refers to any person in the family or elsewhere that affected your career or educational choices.

5. First job refers to whatever you first did for pay - possibly summer work when you were in high school.

Questions for Discussion (For both A and B):

1. Is there anything in your family historical experiences that is covered in the Hispanic chronology?

2. Can you see a pattern in occupations for male members? Is there a pattern for female members?

3. How do you see yourself in relation to this pattern? Are you a pattern breaker? If you are, what effect does this have on you?

4. Are there any work traditions that you are continuing or would like to continue? How has this affected your career goals?

5. How do the career goals of the group compare to the career achievement of parents and grandparents? (Career clusters can be used to make this comparison) what implication does this have for you?

6. What strengths, skills, and motivation, do you gain from your family's work history?

3. Additional Activities:

- Students write a detailed family history.
- Students read and report on a book from the bibliography or on a related book.

- List jobs and contributions made by nationally known Hispanics. Discuss these and potential contributions by Hispanics.

- Use the Pictorial History of Chicanos to illustrate the labor contribution. Discuss areas and extent of this contribution. Pictures without a lot of detail may be photocopied. A more ambitious approach is to make slides from the text. The book itself may be passed around.

- Discuss what is needed in order for Chicanos and Latinos to overcome disadvantages in the labor market. Discussion can be at the national, local, and personal level. What will happen if these disadvantages are not overcome?

D. Role Models

Time: 1 to 3 hours, depending on the format chosen

Materials: Depends on format chosen - See text.

Objectives:
1) Students will be able to see themselves in various occupations and positions of responsibility, because they will see how others have overcome the obstacles they may be facing.

2) Students will develop networking skills and a list of contacts in the community.

3) Students will practice making contacts with individuals and interviewing them.

Activities:

1. The major activity in this section is for students to select and interview individuals from whose experience they can learn. The instructor, in cooperation with the class, can assemble a list of individuals who are willing to participate in interviews and assist students. Individuals should be selected according to the following criteria:

    - local person, accessible to student
    - Chicano/Hispanic, similar in background to the student
    - holding job of interest to students
    - ideally, some of the interviewees will be graduates of the local community college
    - Some of the interviewees will have succeeded in spite of not following a traditional career path - for example, the re-entry woman who has become a college administrator, the high school drop out who has gone to college and law school.

    Individuals interviewed should be asked about the following:

    - how they decided to go to school
    - education history
    - work history
    - how they decided on their career

- what difficulties did they have to overcome
- what rewards have they experienced

2. The interviews can be shared and presented to the group in a number of ways, depending on preference and goals. The various options are listed below together with the skills which can be developed.

	FORMAT	SKILLS DEVELOPED	MATERIALS
A.	Invite one or a panel of "role models" to be interviewed by class	speaking listening	none
B.	Each student interviews a "role model" and writes a brief report	writing	none
C.	Students share the interviewing task and collaborate on a class publication of the results	writing/publication teamwork organization	photocopying art (optional) press type binding (optional)
D.	Students share the interviewing task and collaborate on a class slide/tape production	speaking writing organization media	camera slide projector tape recorder tape cassette

If option C or D is selected, the product can be shared with other classes and be made available through the career center. The students will, in addition, have obtained a new kind of work experience. These options are more time consuming.

3. The necessity for role models has been well documented and it is very important for students to meet individuals from backgrounds similar to their own who have achieved success in their fields. However, the same exercise could also be conducted free of ethnic constraints in order to broaden students' perspective and provide a wider variety of contacts.

Figure 12. Years of school completed by labor force participants by Spanish origin and race, March 1976*
Años de escuela completados por trabajadores segun orígen hispánico y raza.

Years of school Años de escuela	All persons	Total	Mexican-American	Puerto Rican	Other	Black	White
Labor force (thousands) Numero de trabajadores (miles)	93,063 93,063	3,936 3,936	2,393 2,393	473 473	1,070 1,070	9,079 9,079	82,450 82,450
Labor force (percent) Porcentaje de trabajadores	100.0	100.0	100.0	100.0	100.0	100.0	100.0
8 years of elementary school or less 8 años de primaria o menos	10.7	31.5	36.6	31,5	20.0	18.9	9.8
1 to 3 years of high school 1 a 3 años de secundaria	17.1	19.7	21.1	23.5	15.0	24.3	16.4
4 years of high school 4 años de secundaria	39.8	30.9	28.0	33.4	36.3	36.8	40.3
1 to 3 years of college 1 a 3 años de universidad	16.0	11.1	9.7	7.8	15.6	12.0	16.4
4 years of college 4 años de universidad	16.5	6.8	4.6	3.8	13.1	8.1	17.2

II:4:1:B

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* From Workers of Spanish Origin: A Chartbook. U.S. Department of Labor, Bureau of Labor Statistics, 1978.

Figure 13. Percentage of employed persons by occupation, sex, and ethnicity, 1977*

Porcentaje de empleados por ocupación, sexo, y orígin

	Men		Women	
	Total	Hispanic	Total	Hispanic
White collar workers Empleados profesionales	40.8	23.7	63.3	45.5
Professional, tecnical Profesionales, tecnicos	14.6	7.3	15.9	7.7
Managers, administrators Gerentes, administradores	13.9	7.1	5.9	3.1
Salesworkers Trabajadores de venta	6.0	3.2	6.8	4.7
Clerical workers Oficinistas	6.3	6.1	34.7	30.0
Blue collar workers Obreros	59.1	76.3	36.8	54.5
Service Workers Trabajadores de servicio	8.8	13.3	20.9	23.6
Farm workers Trabajadores de campo	4.2	5.5	1.3	2.6

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* From A profile of Hispanics in the U.S. work force. U.S. Department of Labor, Bureau of Labor Statistics, 1978

Figure 14. Mean earnings of Hispanics and whites age 18 years and older, by highest educational attainment and sex: 1977 *

Promedio de salarios de Hispanos y blancos de 18 años de edad y mayores, por nivel de educación y por sexo.*

Highest level of educational attainment/ Nivel más alto alcanzado por educación	Mean earnings/Promedio de salarios			
	Hispanic/Hispano		White/Blanco	
	Men	Women	Men	Women
Less than 8 years Menos de 8 años	$7,923	$3,293	$8,204	$3,568
8 years 8 años	9,064	4,386	9,548	4,334
1-3 years of high school/1-3 años de secundaria	8,223	3,905	9,731	4,160
4 years high school/4 años de secundaria	10,386	5,466	12,377	5,604
1-3 years college 1-3 años de universidad	9,924	5,588	12,637	5,774
4 years college or more 4 años de universidad o más	16,778	8,800	20,541	9,478

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* From The Condition of Education for Hispanic Americans by G.H. Brown, N.L. Rosen, S.T. Hill and M.A. Olivas. National Center for Education Statistics, 1980.

DISCUSSION QUESTIONS

1. *What conclusions can you make about the education, employment, and income of Hispanics?*

   ¿Cuáles son su conclusiones acerca de la educación, empleo e ingresos de hispanos?

2. *Are there any relationships among the three?*

   ¿Hay alguna relación entre los tres?

3. *What is your experience and the experience of your family and friends in relation to education, employment, and income?*

   ¿Cuál es su experiencia, la de sus familiares y la de sus amigos en relación a la educación, empleo e ingresos?

4. *What are your personal goals for education, employment, and income?*

   ¿Cuáles son sus metas personales para la educación, empleo e ingresos?

AN HISPANIC CHRONOLOGY: A Brief Digest of the Hispanic Experience in California[*]

1540	Spanish Exploration of California	In 1540, Francisco Vasques de Coronado undertook the first major exploration of the American Southwest, claiming for Spain most of what is now lower California, Arizona, New Mexico and Texas.
1715-1730	Founding of the Spanish Missions	To keep British and Russian settlements in California from spreading, the Spanish King authorized the founding of a series of Franciscan missions along the California coast. These missions, and the settlements that grew around them, became the centers of Spanish culture in New Spain. By 1770, San Jose, San Diego, Santa Barbara, and Los Angeles were the major Spanish towns in California.
1810-1821	The Independence of Mexico	With the defeat of the Spanish King by Napoleon Bonaparte in 1808 the people of New Spain began to question the right of the Mother Country to rule over them. Led by Father Miquel Hidalgo y Castillo the people revolted, declaring the independence of the Republic of Mexico in 1821.

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[*] From California Labor Market Issues: Hispanics. California State Employment Development Department, 1981.

1846	The Mexican-American War	Sparked by the U.S. annexation of the then independent Republic of Texas, the Mexican-American War was the result of decades of conflict to determine a satisfactory border between the two countries.
1848	The Treaty of Guadalupe-Hidalgo	The Treaty ceded from Mexico most of what is now California, Colorado, Nevada, Utah, Arizona, and New Mexico to the United States. In return, the U.S. promised to guarantee the civil, religious, and property rights of the local population.
1850	The California Land Law	Lands owned by Mexicans in California were expropriated by the California Land Law; over fourteen mission acres were confiscated.
1850-1875	Open Border Period	Nationals of both countries moved freely across the border during this 1875 period. Immigration from Mexico was minimal.
1875	Immigration Act of 1875 (Amended 1882)	The Immigration Act banned the importation of Chinese laborers, long a source of workers for the farms, mines, and railroads of California. The demand for Mexican workers increased. Open immigration was ended between the two nations, but only limited conditions for immigration were imposed.

1924	The National Origins Act	The National Origins Act set ethnic quotas for immigration into the U.S. from all Eastern Hemisphere countries. Mexican immigration was not directly affected. The Border Patrol, the enforcement arm of the Immigration and Nationalization Service (INS), was created by the Act.
1925	Border Patrol authority extended	Search and seizure authority was awarded to the Border Patrol the year after its creation. The INS initiated its first major effort to locate and deport undocumented workers in 1925.
1929	Karnuth v. Albro	The Immigration and Naturalization Service revised its policies concerning commuter workers - those who worked in the U.S. while continuing to live in Mexico or Canada - in 1927. These commuters were now considered not visitors but U.S. residents and were subject to immigration regulations and quotas. In Karnuth v. Albro, the U.S. Supreme Court supported the INS decision.
1929-1933	The Great Depression	Responding to increasing unemployment and a growing influx of domestic migrants from the dust bowl of the Midwest into California, President Hoover authorized the deportation of over 300,000 Hispanics, many of whom were legal U.S. residents, including a number of U.S. citizens.

1935	National Labor Relations	The NLRA provided a legal structure for union-management negotiations, establishing for American workers the right to organize for collective bargaining with their employers. Agricultural workers were specifically excluded from coverage under the Act.
1942	The Bracero Program	A result of World War II labor shortages, the Bracero Program was created through bilateral treaties between the U.S. and Mexico. The Program authorized the importation of legal Mexican farm workers for specific jobs on a temporary, seasonal basis.
1946	The National Farm Labor Union (NFLU) chartered	The American Federation of Labor granted a charter to the NFLU in 1946, bringing California's agricultural workers into the national labor movement for the first time.
1947	The DiGeorgio Food Strike	Local 118 of the National Farm Labor union led an important strike against this large Kern country grower in 1947. Over eight hundred workers, mostly Hispanics, were involved. With the approval and direct involvement of the U.S. Department of Agriculture, the growers used Mexican Braceros to break the strike.

1951	Bracero Program extended	Mexico and the United States renegotiated the Bracero agreement (as the Korean War created new domestic labor shortages). Under the Program, 192,000 Braceros were admitted in the first year; the same year, 510,000 undocumented workers were deported.
1952	"Operation Wetback"	In a major effort to reduce the number of undocumented workers in the Southwest, President Eisenhower authorized the apprehension and deportation of 3.5 million Hispanic workers. Many who were deported were legal U.S. residents.
1959	Fair Employment Practices Act	This 1959 California legislation banned discrimination in employment on the basis of race, color, or national origin (amended to include sex in 1970). Under the Act, employment became a civil right, and private citizens were given the right to sue in civil court for redress of employment discrimination. The State Fair Employment Practices Commission was created to investigate allegations of discrimination in public or private employment.
1962	National Farmworkers Association (NFWA) formed	In 1962, Cesar Chavez left the Community Service Organization to found the NFWA. Chavez would later emerge as the farm labor movement's most visible, effective, and charismatic leader.

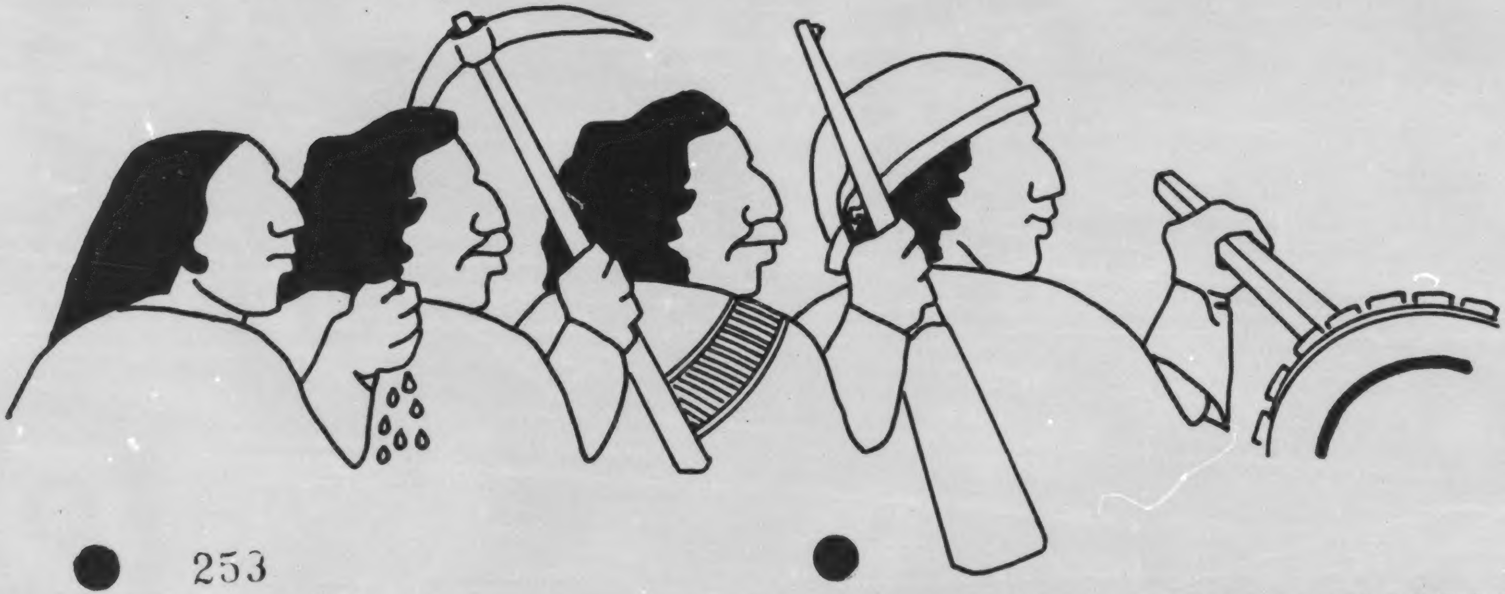
1962	Manpower Development and Training Act (MDTA)	Federal involvement in employment and training programs began in earnest with the MDTA. The Act authorized specific categorically-funded programs designed to provide increased employment opportunity to traditionally disadvantaged groups.
1964	Bracero Program ends	Authorization for the Bracero Programs expired in 1964 and was not renewed. Deportation of undocumented workers, which had fallen to a post war low of 40,000 in 1962, began to rise again. In 1967, 107,000 deportations were reported.
1964	Civil Rights Act of 1964	This landmark legislation declared as Federal policy the right of all people to equal employment opportunity regardless of race, color, religion, sex, or national origin. Title VII guaranteed the right to freedom from employment discrimination.
1965	Operation SER	Founded in 1965 as a job placement and training clearinghouse by a coalition of Hispanic groups, including the American G.I. Forum and LULAC, Operation SER became a major Hispanic national manpower organization by the early 1970's. With funding provided by the Department of Labor and the Office of Economic Opportunity, 38,000 participants were placed in jobs between 1965 and 1973.

1965	United Farmworkers Union	A strike by the Agricultural Worker's Organizing Committee (AWOC) against Delano California grape growers in 1965 galvanized the farm labor movement. The National Farmworker Association (NFWA) joined AWOC in the strike and the two groups merged, forming the United Farmworker's Organizing Committee, headed by Cesar Chavez.
1965	Immigration Act of 1965	The 1965 Act required that all immigrant job seekers receive Department of Labor (DOL) job certification. Certification is awarded if it is determined by the Secretary of Labor that the immigrant worker is filling a job which cannot be filled by an American resident and that there will be no negative impact on wages and working conditions.
1965	Border Industries Program	In an attempt to stem the tide of illegal immigration and counter growing Mexican unemployment following the end of the Bracero Program, U.S. and Mexican authorities created the Border Industries Program. A free Industrial Zone was created below the border, and American firms were encouraged to locate there, using Mexican labor for the assemblage of American products destined for American and overseas markets. Forty thousand workers were employed in border industries in 1971.

1966	Fair Labor Standards Act	The Fair Labor Standards Act extended the minimum wage to millions of workers nationwide. Agricultural workers were covered under the provisions of the Act for the first time; the agricultural minimum wage was set at $1.00 per hour. Farmworkers were, however, still exempt from federal overtime provisions.
1967	Bilingual Education Act	Congress enacted the Bilingual Education Act (Title VII) in 1967 which provides funding for teaching in the content areas in a language other than English. Title VII was designed to meet the special educational needs of children (ages 3 -18) who have limited English-speaking ability. The first bilingual program was developed by Cuban refugees in Miami.
1969	Philadelphia Plan	In a move to implement Affirmative Action plans in the building trades, the DOL, the craft unions, and selected minority groups developed the Philadelphia Plan for increased minority participation in the skilled trades. Under the Plan, trade unions were required to provide a quota of skilled minority workers at worksites which had Federal contracts exceeding $500,000.

1970	*Cisneros et al v. Corpus Christi*	Before *Cisneros*, Hispanics were used extensively in the Southwest as designated "white" students in court-ordered school desegregation plans. *Cisneros* were defined Hispanics as a separate racial group entitled to equal opportunity under the Civil Rights Act and the *Brown* decision.
1971	*Griggs v. Duke Power*	*Griggs* was one of a number of cases reviewed by the Supreme Court in the years following the 1964 Civil Rights Act in which the Court declared that: no showing of an intent to discriminate was required under the provisions of Title VII where there is evidence of discrimination. Relief should be provided to remedy the effects of the discrimination.
1973	Comprehensive Employment and Training Act (CETA)	The numerous employment and training programs begun under the Great Society and War on Poverty programs of the sixties were replaced by CETA. This Act authorized special revenue-sharing funds to local and regional prime sponsors for employment programs designed to meet local needs.

1975	California Agricultural Labor Relations Act (CALRA)	CALRA created an orderly process for determining union representation of farmworkers in California. Rivalries between the UFW and the Teamsters Union led to hundreds of charges and counter-charges under the law. Authority in these cases was delegated to the Agricultural Labor Relations Board.
1980	U.S. Census of Population Hispanic Coverage	Seeking to avoid the serious undercounting of Hispanics which occurred in the 1970 Census, the Census Bureau formed an advisory Committee on the Spanish Origin Population. In addition, the Mexican-American Legal Defense and Education Fund (MALDEF) organized its own Census Action Project to coordinate efforts for improved coverage of Hispanics in 1980.



UNA CRONOLOGIA HISPANICA: Un resumen breve de la Experiencia Hispánica en California*

1540	Exploración Española	En 1540 Francisco Vásquez de Coronado, quien estaba a cargo de la primera exploracion mayor en el Suroeste Americano, reclamó para España lo que ahora es la parte de baja de California, Arizona, Nuevo Mexico y Texas.
1715- 1730	Fundación de las Misiones Españolas	Para evitar que se extendieran las colonizaciones inglesas y rusas en California, el rey de España autorizó la fundacion de misiones Franciscanas a lo largo de la costa de California. Estas misiones y los poblados que crecieron a sus alrededores, se convirtieron en los centros de cultura española en Nueva España. En 1970, San Jose, San Diego, Santa Barbara y Los Angeles eran los pueblos españoles más importantes en California.
1810- 1821	La Independencia de México	Con la derrota del Rey de España por Napoleón Bonaparte en 1808, la gente de la Nueva España empezó a poner en duda el derecho que la Madre Patria tenía para seguir gobernándola. En 1810 la gente se rebeló acaudillada por el Padre Miguel Hidalgo y Costilla. Y en 1821 se declaró la independencia de la República de México.

*Fuente de información: California Labor Market Issues: Hispanics. California Employment Development Department, 1981.

1846	La Guerra México-Americana	La anexación de la República de Texas a los E.U.A. desató la Guerra México-Americana. Esta fue el resultado de años de conflicto para determinar una frontera satisfactoria para los dos países.
1948	El Tratado de Guadalupe-Hidalgo	De acuerdo con el Tratado, México cedió a los Estados Unidos casi todo lo que ahora es California, Colorado, Nevada, Utah, Arizona y Nuevo México. Como recompensa, los E.U.A. prometieron garantizar los derechos civiles religiosos y de propiedad de la población local.
1850	La Ley de Tierras en California	En California, más de catorce (14) millones de acres fueron confiscados a propietarios mexicanos por medio de esta ley.
1850-1875	Período de Frontera Abierta	Los nacionales de ambos países cruzaban libremente la frontera durante este período. La inmigración de México fue mínima.
1875	Acto de Inmigración de 1985 (Enmendado en 1882)	El Acto de Inmigración prohibió la importación de trabajadores chinos, que habían sido por largo tiempo, trabajadores en las granjas, minas y ferrocarriles de California. La demanda de trabajadores mexicanos aumentó. La inmigración libre entre los dos países se había terminado, pero sólo imponían condiciones limitadas para inmigración.
1924	El Acto de Orígenes Nacionales	El Acto de Orígenes Nacionales fijó cuotas étnicas para inmigración en los E.U.A. de todos los países del Hemisferio Oriental. La inmigración mexicana no fue afectada directamente. La Patrulla de la Frontera, que hace cumplir la ley del Servicio de Inmigración y Nacionalización (INS) fue creada por este Acto.

1925	Aumento de Autoridad de la Patrulla de la Frontera	Un año después de su creación, se autorizó a la Patrulla de la Frontera para hacer investigaciones e incautacioines. INS inició los primeros esfuerzos para localizar y deportar a trabajadores indocumentados en 1925.
1929	Karnuth v. Albro	En 1927 el Servicio de Inmigración y Naturalización revisó su plan de acción referente a trabajadores que trabajaban en los E.U.A. mientras continuaban viviendo en México o Canadá. Estos trabajadores fueron considerados ahora como residentes de los E.U. en vez de visitantes, y por eso mismo fueron sujetos a reglamentos y cuotas de inmigración. La Suprema Corte de los E.U. apoyó la decisión de INS en Karnuth v. Albro.
1929-1933	La gran Depresión	Debido al constante aumento de desempleo y de emigrantes domésticos de la región del oeste medio de los E.U. a California, el Presidente Hoover autorizó la deportación de más de 300,000 hispanos, muchos de los cuales eran residentes legales de los E.U., incluyendo algunos ciudadanos de los E.U.
1935	Relaciones Nacionales de Trabajo (NLRA)	NLRA dio una estructura legal a las negociaciones entre sindicatos y administración, permitiendo a los trabajadores americanos el derecho de discusión colectiva con los patrones. Los trabajadores agrícolas fueron excluídos específicamente de este derecho.

1942	El Programa de Braceros	Debido a la falta de trabajadores durante la Guerra Mundial II, se creó el Programa de Braceros. Esto se hizo por medio de tratados bilaterales entre los E.U. y México. El Programa autorizó la importación de trabajadores mexicanos legales para trabajos agrícolas específicos, bajo bases temporales o por estación.
1946	El Sindicato Nacional de Trabajo Agrícola (NFLU)	En 1946 el Sindicato Nacional de Trabajo Agrícola autorizó a NFLU para incluir a los trabajadores agrícolas de California en el movimiento nacional de trabajo, por primera vez.
1947	La Huelga DiGeorgio	El Local 118 de Sindicato Nacional de Trabajo Agrícola condujo una huelga importante contra este agricultor del condado de Kern, en 1947. Más de 800 trabajadores, principalmente hispanos, tomaron parte en ella. Con la aprobación y participación directa del Departamento de Agricultura de los E.U., los agricultores rompieron la huelga usando Braceros mexicanos.
1951	Extensión del Programa de Braceros	La Guerra de Korea dió lugar a falta de trabajadores domésticos. México y los E.U. volvieron a negociar el convenio de Braceros. 192,000 Braceros fueron admitidos durante el primer año; el mismo año, 510,000 trabajadores sin documentación fueron deportados.
1952	"Operacion Mojados" ("Operation Wetback")	En un gran esfuerzo para reducir el número de trabajadores indocumentados en el suroeste, el Presidente Eisenhower autorizó la aprehensión y deportación de 3.5 millones de trabajadores hispánicos. Muchos de los deportados eran residentes legales de los E.U.

1959	Acto de Prácticas Justas de Empleo	En 1959 esta legislación de California prohibió la discriminación en empleos en lo que se refiere a raza, color u origen nacional (enmendado para incluir sexo en 1970). Bajo este acto, el empleo se convirtió en un derecho civil, y los ciudadanos tuvieron el derecho de hacer demandas en las cortes civiles para corregir discriminación de empleo. La Comisión del Estado de Prácticas Justas de Empleo se creó para investigar alegatos de discriminación en empleos públicos o privados.
1962	Formación de la Asociación Nacional de Trabajadores Agrícolas (NFWA)	En 1962, Cesar Chávez dejó la Organización de Servicios a la Comunidad para fundar NFWA. Chávez después emergió como el líder más visible, efectivo y carismático del movimiento de trabajadores agrícolas.
1962	Desarrollo de Potencial Humano en el Trabajo y Acto de Entrenamiento (Manpower Development and Training Act- MDTA)	Se empezó un intenso envolvimiento federal con MDTA en programas de empleo y entrenamiento. El Acto autorizó a programas específicamente financiados y planeados para proporcionar mayores oportunidades de empleo,a grupos con historia crónica de desempleo.
1964	Terminación del Programa de Braceros	En este año expiró la autorización para los Programas de Braceros. Empezó nuevamente la deportación de trabajadores indocumentados. La deportación de indocumentados que había bajado después de la guerra a 40,000 en 1962, comenzó a subir otra vez. En 1967, se reportó la deportación de 107,000 personas.

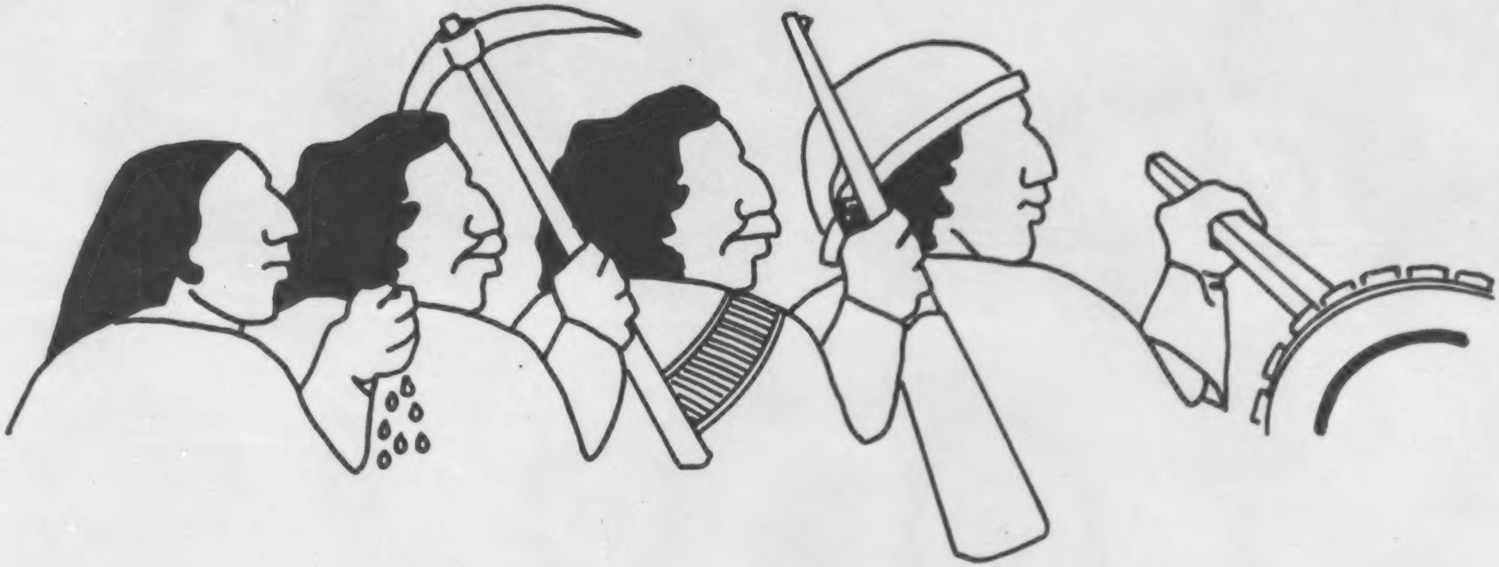
1964	Acto de Derechos Civiles de 1964	Este acontecimiento importante de la legislación declaró como política Federal, el derecho de toda la gente a oportunidades iguales de empleo sin importar raza, color, religión, sexo u origen nacional. El Título VII garantizó el derecho a estar libre de discriminación en empleo.
1965	Operación SER	Fue fundada en 1965 como centro de colocación de empleos y de entrenamiento por una coalición de grupos hispánicos incluyendo el American G.I. Forum y LULAC. La Operación SER llegó a ser la organización hispana más importante de entrenamiento para trabajo durante los primeros años de la década de 1970. Usando fondos proporcionados por el Departamento de Trabajo y por La Oficina de Oportunidad Económica, 38,000 participantes fueron colocados en trabajos entre 1965 y 1973.
1965	Sindicato de Trabajadores Agrícolas Unidos	Una huelga del Comité de Organización de Trabajadores Agrícolas (AWOC) contra los agricultores de viñedos en Delano, California, en 1965, reanimó el movimiento de trabajadores del campo. La Asociación Nacional de Trabajadores del Campo (NFWA) se unió con AWOC en la huelga formando el Comite de Organizacion de Trabajadores Agrícolas dirigido por César Chávez.
1965	Acto de Inmigración de 1965	El Acto de 1965 exigió que todos los inmigrantes que buscaban trabajo recibieran certificación del Departamento de Trabajo (DOL). La certificación se obtiene si el Secretario de Trabajo determina que el trabajador inmigrante ocupará un trabajo que no puede ser ocupado por un residente americano, y que no será un impacto negativo en el salario y las condiciones de trabajo.

1965	Programa de Industrias de la Frontera	Con el fin de combatir el aumento de inmigración ilegal y desempleo en México a la terminación del Programa de Braceros, los E.U. y las autoridades mexicanas crearon el programa de Industrias de la Frontera: Una zona industrial libre se creó al otro lado de la frontera, y se animó a firmas americanas para trabajar allí usando trabajadores mexicanos para la manufactura de productos americanos destinados a mercados americanos y del extranjero. Se emplearon 40,000 trabajadores en industrias de la frontera en 1971.
1966	Acto de Reglas Justas de Trabajo	Este Acto extendió el salario mínimo a millones de trabajadores en toda la nación. Los trabajadores agrícolas fueron protegidos por este Acto por primera vez; el salario mínimo para trabajadores del campo fue de $1.00 por hora. Sin embargo, no se les dieron provisiones federales de horas extras.
1967	Acto de Educación Bilingue	El Congreso aprobó el Acto de Educación Bilingüe (Título VII) en 1967, que ayuda a quienes tienen problema en aprender en un idioma extranjero. El Título VII se diseñó para hacer frente a las necesidades especiales de niños (edad 3-18) que tienen habilidad limitada para hablar inglés.
1969	Plan de Filadelfia	Para implementar los planes de Acción Afirmativa en la formación de ocupaciones, el DOL, los sindicatos de oficios y unos grupos minoritarios selectos desarrollaron el Plan de Filadelfia para aumentar la participación de las minorías en oficios especializados. Este Plan requirió que los sindicatos de oficios proporcionaran una contribución de trabajadores de las minorías especializados a lugares de trabajo que tuvieran contratos Federales que excedieran de $500,000.

1970	Cisneros et al v. Corpus Christi	Antes de Cisneros, los hispanos fueron designados como estudiantes blancos en los planes de integración en la escuelas, ordenados por la corte. Cisneros definió a los hispanos como un grupo racial separado que tenía oportunidad igual bajo el Acto de Derechos Civiles y la decisión Brown.
1971	Griggs v. Duke Power	Griggs fue uno de los caso revisados por la Suprema Corte en los años que siguieron al Acto de Derechos Civiles de 1964, en el cual la corte declaró que si existe evidencia de discriminación, no es necesario probar que hay intento de discriminación, bajo las provisiones del Título VII. Deben remediarse los efectos de la discriminación.
1973	Acto Comprensivo de Empleo y Entrenamiento (CETA)	CETA reemplazó los numerosos programs de empleo y entrenamiento que existieron bajo los programas del gobierno del presidente Johnson durante la década de 1960. Este Acto autorizó fondos especiales a patrocinadores locales y regionales para implantar programas para empleo diseñados para aliviar necesidades locales.
1975	Acto de Relaciones de Trabajo Agrícolas (CALRA)	CALRA creó un proceso metódico para determinar la representación del sindicato de trabajadores agrícolas en California. Rivalidades entre UFW y el Sindicato de Teamsters provocó numerosos problemas bajo la ley. En estos casos la autoridad fue delegada a la Mesa Directiva de Relaciones de Trabajo Agrícola.

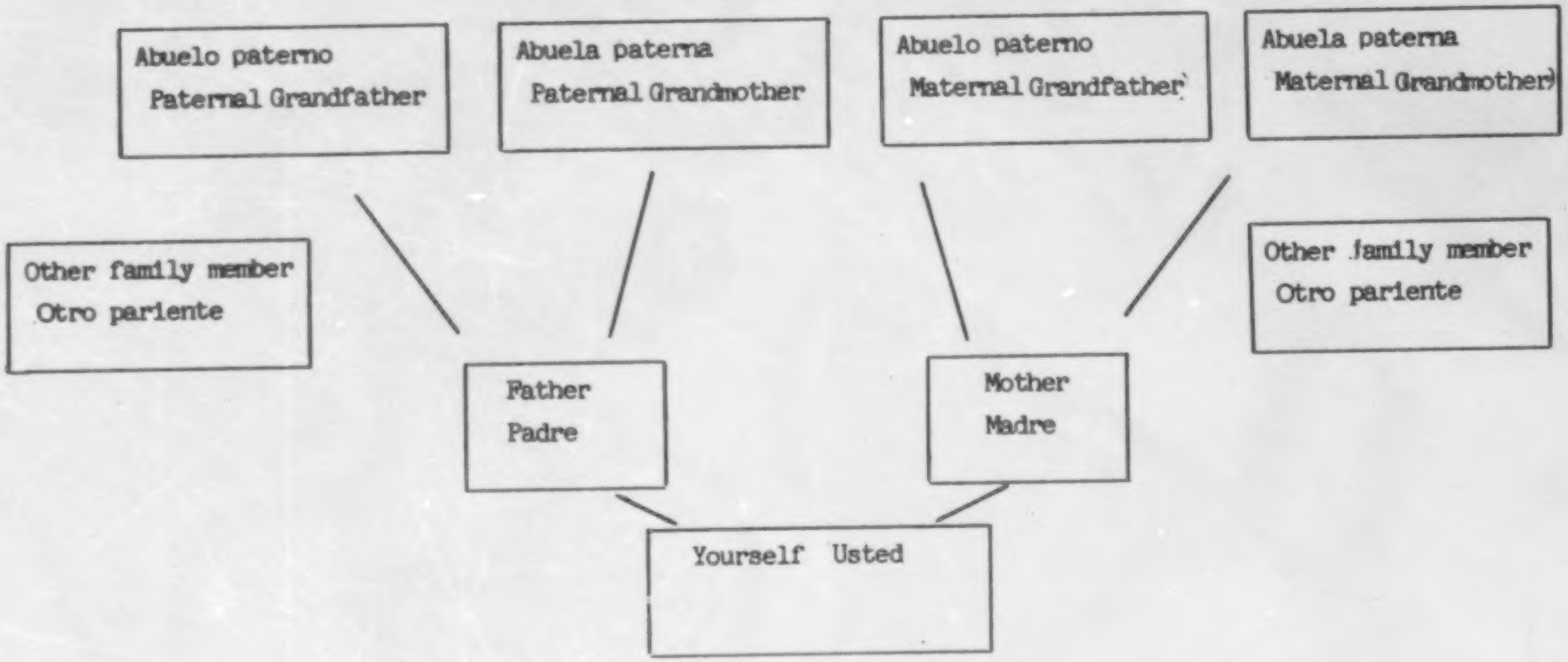
1980 **Reportaje de U.S. Censo de Población Hispana**

En el Censo de 1970 hubo serias omisiones en el recuento de hispanos. Para que no volviera a ocurrir, el Bureau de Censos formó un Comite Consejero para la Poblacion Hispana. Además, el Fondo México-Americano de Defensa Legal y Educación (MALDEF) organizó su propio Proyecto de Censos para coordinar esfuerzos que mejorarán el reportaje sobre los hispanos en 1980.



PERSONAL AND FAMILY WORK HISTORY

HISTORIA DE TRABAJO PERSONAL Y FAMILIAR


Abuelo paterno
Paternal Grandfather
Abuela paterna
Paternal Grandmother
Abuelo paterno
Maternal Grandfather
Abuela paterna
Maternal Grandmother
Other family member
Otro pariente
Other family member
Otro pariente
Father
Padre
Mother
Madre
Yourself Usted

Por favor llene este árbol de historia de trabajo para cada una de las personas en su familia, representadas por cada rama. Nombre el trabajo desempeñado por cada uno.

Please complete your work history tree for each of the persons in your family, represented by each branch. Write the jobs held by each in the space provided.

II:4:6:B

1. *Effect of others* *(whether mentioned or not in work history tree)*
Influencia de otros

People who influenced me	*Their work achievement*	*Effect on me*
Personas que me influyeron	Sus éxitos en el trabajo	Como me afectó

2. *My work history & future goal* Mi historia de empleo y mi objectivo

First job:
Primer empleo:

Current/recent job:
Empleo presente/reciente:

Immediate career/educational goal:
Objectivos carrera/educación:

Eventual career goal:
Posible futura carrera:

GROUP WORK HISTORY [illegible]LL CHART

HISTORIA DE EMPLEOS DEL GRUPO

MY MOTHER'S FAMILY – Familia de mi madre					MY FATHER'S FAMILY – Familia de mi padre			
Name of Group Member	*Mother's Job*	*Grandmother's Job*	*Grandfather's Job*	*Work Achievement of other* Family Member	*Father's Job*	*Grandmother's Job*	*Grandfather's Job*	*Work Achievement of other* Family Member
Nombre del estudiante	Trabajo de la madre	Trabajo de la abuela	Trabajo del abuelo	Exito en el trabajo de otros parientes	Trabajo del padre	Trabajo de la abuela	Trabajo del abuelo	Exito en el trabajo de otros parientes

II:4:7:B

GROUP WORK HISTORY

HISTORIA DE EMPLEOS DEL GRUPO

Otra persona importante			Mi mismo			
SIGNIFICANT OTHER (friend, family, role model) (amigo, familia, modelo)			MYSELF			
Relationship of person to myself	*Work Achievement*	*Effect on me*	*First Job*	*Current/ Recent Job*	*Immediate Career/Ed Goal*	*Eventual Career Goal*
Relación de esa persona con usted	Exito en el trabajo	Como me afecto	Primer empleo	Empleo presente/ reciente	Objectivos Carrera/ educación	Posible futura carrera

II:4:7:B

TEST FOR HISPANICS IN THE WORK FORCE

1) In the treaty of ______________ of 1848 Mexico ceded what is now the Southwestern United States.

2) The right to equal employment opportunity was declared through ________

3) Under Title VII of the Civil Rights Act the right to ________________ ________________________ is guaranteed.

4) CETA (Comprehensive Employment and Training Act) was established to fund ____

5) What group of workers was denied the right of union-management negotiations during the 1930's? ____________________________________

6) What was the purpose of the Bracero Program? ________________________

7) Why did The National Farm-workers Union headed by Caesar Chavez become a symbol of the Chicano movement? ______________________________

8) The average pay for Hispanic men working full time is about _________% of the average pay of all men working full time.

9) The average pay for Hispanic women is (less/more) ______________ than for Hispanic men.

10) What historical, demographic, and social reasons can you give for the lower pay earned by Hispanics? ____________________________________

EXAMEN

1. Por el tratado de ____________________________ de 1848, México cedió lo que se conoce ahora como Sureste de EUA.

2. El derecho a la oportunidad igual para empleos se declaró por medio de ____.

3. Bajo el Título VII del Acto de Derechos Civiles, se garantiza la ____ ____

4. CETA (Acto Comprehensivo de Empleos y Entrenamiento) se estableció para fundar ____.

5. ¿A qúe grupo de trabajadores se le negó el derecho de negociaciones entre el sindicato y patrones por los años de 1930?

6. ¿Cuál fue el objecto del Programa de Braceros?

7. ¿Por qué se convirtió en un símbolo del movimiento Chicano el Sindicato Nacional de Campesinos, dirigido por César Chávez?

8. El promedio de pago para hombres hispánicos que trabajan tiempo completo es el _______% del promedio de pago a todos los hombres que trabajan tiempo completo.

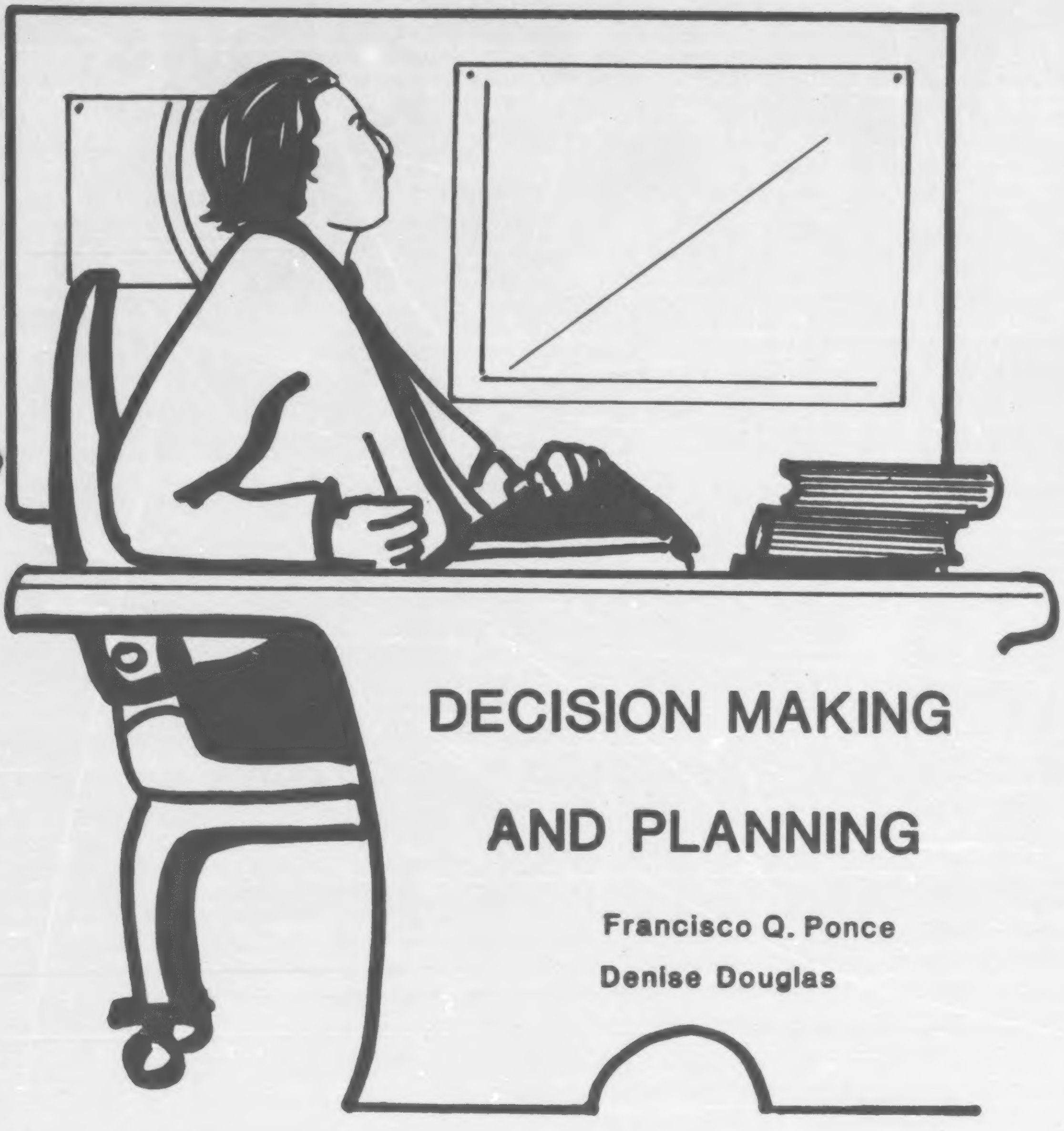
9. El promedio de pago para mujeres hispánicas es (mas, menos) que el de hombres hispánicos.

10. ¿Qué razones históricas, demográficas y sociales puede usted dar para explicar la paga tan baja para los hispanos?

____

____

Section III :



DECISION MAKING AND PLANNING

Francisco Q. Ponce
Denise Douglas

UNIT I. DECISION-MAKING

Time: 7 hours

Objectives:

- Students will be able to define rational decision-making and discuss when its use is appropriate.

- Students will practice steps of rational decision-making.

A. Identifying Decision-Making Strategies

Time: 1.5 hours

Objectives: 1) After making three immediate decisions, students will be able to articulate their own decision-making process.

2) Students will be able to define rational decision-making strategy, and list benefits of rational decision-making.

Materials: For Students

Analyzing Decision Strategies

How Do You Make Decisions?

For Instructor

Same

Activities:

- If students have not worked in groups previously, some preliminary exercises and discussion may be necessary.
- Introduce the decision-making unit. State that before you discuss decision-making strategies, you would like them to make or review three decisions in a group. Two decisions are group decisions and one is an individual decision to be shared with the group.
- Have students organize themselves in small groups (2-4 people), and make or share the decisions listed in Analyzing Decision Strategies. Provide a time limit of 15-30 minutes. Discuss as a class.
- Give students the reading How Do You Make Decisions? for in-class or homework. After reading, discuss:

--What strategies are appropriate for what kinds of decisions?

--Do you tend to use one kind of decision strategy? Which?

--What kinds of decisions are important enough to warrant using the rational decision-making strategy?

--What are the consequences of not using the rational decision-making strategy for important decisions?

B. Decisions and Outcomes

Time: 30 minutes

Objectives: 1) Students will be able to define components of a decision: issue to be decided, decision made, outcome.

2) Students will decide what they need to make good decisions.

Materials: chalkboard or flipchart

Activities:

- Clarify the stages of decision-making

1. the issue to be decided
2. the decision that is made (what the person actually does)
3. the outcome (what happens as a result of that action)

For example:

issue: whether or not to put a quarter in the slot machine
decision: to bet the quarter
outcome: (possible) win jackpot or lose quarter

- Generate other examples with students.

- Discuss:

  --How do you decide if a decision is good or bad?
  --How do you decide if the outcome is good or bad?
  --Can a good decision have a bad outcome?
  --What do you need to make a good decision?

- Review and develop consensus for question: "What do you need to make a good decision?" Depending on needs of class, plan further topics to be covered.

possible answers	activities
knowing what is important to you	clarifying your values,
having clear goals	goal exercise, Section II, Unit I, D
knowing the alternatives	model for rational decision-making

Other answers, such as risk taking or assertiveness training, may require the development of additional activities by the instructor.

C. Looking at Values

Time: 1 hour

Objectives: 1) Students will complete a values check list.

2) Students will share which values are most important to their career decision and which are least important.

Materials: For Students

Clarifying Values - An Exercise

For Instructor

Same

Activities:

- Students complete values clarification exercise in class (10 minutes). In small groups, students review list and share at least three values that they consider very important for their career decisions, and three values that are insignificant to them. Each student, with the help of the group, will try to translate his/her three important values into some career or life goals.

D. A Model For Rational Decision-Making

Time: 1 hour

Objectives: 1) Student will be able to explain a series of steps to be used in rational decision-making.

Materials: For Student

Model for Rational Decision-Making

For Instructor

Same

Activities:

- Have students read the Model for Rational Decision-Making as homework.
- Review and discuss the model in class, including:

--The 8 steps of the decision-making model

--Kinds of decisions for which this model is appropriate

--Possible variation in the steps

--Difference between decisions made on the basis of a rational process and non-rational decisions.

--How not getting information can prematurely limit your decision

--role of values and intuition

--Taking risks: Choosing "the road less traveled"

--Creating a situation where you have a choice. This kind of situation gives you options and therefore control over your life. For example, if you apply to three colleges and get accepted to all of them, you will end up with further choices. As you learn to make decisions effectively for yourself, you will probably want more choices.

--Carmen's decision: Would you have made the same or a different decision?

E. Applying the model

Time: 2 hours

Objectives: 1) Students will select a career or educational decision that they have to make and follow the steps of rational decision-making.

2) Students will be able to articulate their decision-making process.

Materials: For students

Anatomy of a Decision

For instructors

same

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I. Group exercise

- The instructor or a student volunteers a career or educational decision involving a choice between a number of alternatives.

- The instructor diagrams the decision in chart form (use Figure 17 or Figure 18 or develop own chart) with students contributing alternatives and ways in which the alternatives can be compared.

- Once the decision to be made is diagrammed, discuss alternatives, what additional information may be needed, and what has been gained by the exercise.

II. Individual exercise

- Have students select a career or educational decision they need to make that they will use to experiment with the model. In class or as homework, students work individually on Figure 11 or develop their own chart of the alternatives. In groups or pairs, students share the decision they are trying to make. Students help each other state the issue to be decided as simply as possible and help each other think of additional alternatives. At the end of the session, students make a list of information they need to research for homework.
  (OPTIONAL: the instructor may wish to schedule a session in the career center or library to show what information is available and how it may be used.)

- At a later session, the students meet in pairs or groups again, to share their complete decision. The emphasis is not only on the outcome of the process, but on the individual steps. Students should consider the following points as they listen to each other's decisions:

1. Was the issue to be decided clearly stated and of manageable size?

2. Did the student find out the necessary information, or was the decision based on what was already known, safe, and familiar?

3. Did the student go through all the steps in the decision making process? If not, was there a good reason?

4. Did the student go through additional steps or personalize the process in any way? Did they add or detract?

5. Is the decision logical for that student (not for the listener)?

ANALYZING DECISION STRATEGIES

Suggested Time: 20 minutes

- *In groups of two or three, arrive at a group decision #1 and 2. Share individual decisions for #3.*

    1. *Whether the group will meet for coffee after class.*
    2. *How grades for this class should be determined.*
    3. *What classes will each individual take next semester? (or what other plans does each have?)*

- *With the whole class, discuss:*
    1. *How did you arrive at each decision? Can you describe your method or style of making decisions?*
    2. *What information did you use in making your decision? Did you feel any information you needed was missing?*
    3. *How are the three decisions different?*
    4. *How much control do you feel you have in each decision?*

Tiempo sugerido: 20 minutos *III:1:1:B*

- En grupos de dos o tres, hagan una decisión de grupo #1 y #2. Comparta decisiones individuales para el #3.

    1. Ya sea que el grupo de reúna para tomar café después de la clase.
    2. Cómo se determinarán las calificaciones en esta clase.
    3. ¿Qué clases tomará cada estudiante el próximo semestre? (o que otros planes tiene cada uno?)

- Discuta con toda la clase:

    1. ¿Como llegó a cada decisión? ¿Puede describir su método o estilo de hacer decisiones?
    2. ¿Que información usó al hacer su decisión? ¿Piensa que le faltó información que usted necesitaba?
    3. ¿Qué tan diferentes son las tres decisiones?
    4. ¿Cuánto control cree que tuvo en cada decisión?

HOW DO YOU MAKE DECISIONS?

Every day you are called on to make decisions, many of which are trivial or simple, and require minimal consideration. But at various stages in your life you face critical decisions which affect your future. Some of the important decisions you face as a student may include:

What major should I declare?
What classes should I take next semester?
Should I concentrate on one or two courses that are really important to me, and put less effort into the others?
Should I work part-time or take out an educational loan?
Should I stay in school?
Should I get married now or wait until I finish my A.A. or B.A?
How much time should I spend socializing and how much time writing papers and preparing for exams?

Obviously, everyone faces many personal decisions as well. These include decisions about friends, marriage, family, lifestyle, political and religious beliefs, and leisure and social activities.

How does anyone deal with all of these choices? Do you know what you want? Can you picture how you would like your life to be in five years? Do you feel you have choices and select the alternative that is best for you, or do you feel things "just happen" to you?

Killer-Tiedman has classified the way people commonly make decisions. These decision-making strategies are outlined below. As you read about each decision-making strategy, think if you make decisions this way and whether they are trivial or critical decisions.

1. The intuitive strategy:

Persons who use this strategy use their natural instincts. They go by what "feels right" rather than by closely examing the facts. Their motto may well be "If it feels good, go for it".

2. The fatalistic strategy:

The individuals using this strategy let their surroundings or their situations decide for them. The persons who utilize this approach are likely to think that it does not matter anyway, since their fate has already been predetermined. Interestingly enough, Chicanos/Latinos are at times considered to have this orientation. It has been written that the Catholic religion has much to do with such a world view. What portion or perspective on this issue is appropriate and what amount is just another stereotype is left for you to decide.

3. The compliant strategy:

The persons utilizing this strategy are likely to go along with the crowd, avoiding responsibility for their decisions. They may be called a "Yes, Sir" or "Yes, Ma'am" type of person.

4. The impulsive strategy:

Individuals using this strategy are likely to agree with the statement to "do it now, think later" without considering the consequences. This strategy is most likely used by persons who leap or jump to the first alternative they encounter.

5. The paralytic strategy:

Individuals using this strategy know that they should move in a certain direction, but they can't get around to do it. Students who put off homework assignments until the last minute rather than doing them in advance may fall into this category.

6. The agonizing strategy:
Persons who utilize this strategy have a difficult time making up their minds. Much time may be spent in seeking information and analyzing it only to get overwhelmed or paralyzed by it.

7. The delaying strategy:
This type of decider is likely to put things off until tomorrow. Sounds familiar? Well, it should, because at one time or another you will hear (if you already have not) the stereotype of the Chicano/Latino as being manana-oriented instead of thinking and acting today. The person who delays is probably hoping that with time the problem or situation will change or resolve itself.

8. The rational decision-making strategy:
Persons who use this strategy consider all the facts. If not enough information is available, they are likely to seek more. Persons utilizing this strategy usually have a clear purpose and life goals. For critical or serious decisions, they will most likely define the situation or problem, generate alternatives, gather information on those alternatives, consider the possibilities of success for each alternative, the consequences, and finally make a decision with room for adjustments as needed.

Obviously, not all decision-making strategies are appropriate for all situations. You may not want to use the rational decision-making strategy when you are deciding what kind of toothpaste to buy. The compliant strategy may be fine when you are deciding which movie to see with a group of friends and all the alternatives are acceptable to you.

However, for critical decisions, the rational decision-making strategy is the only one that lets you consider both the realistic options and your own values. Use of a rational decision-making model will help you:

- Clarify your goals
- Research the alternatives available to you
- Put your efforts and resources in the direction that is most interesting to you.
- Reduce pressures caused by failure to make decisions, or by making inappropriate decisions.

A. ¿CÓMO HACER USTED SUS DECISIONES?

Cada día necesita usted hacer decisiones. Algunas de las decisiones de la vida diária son triviales o sencillas, que requieren una consideración mínima. Sin embargo, en varias etapas de su vida usted tiene que hacer frente a decisiones críticas que afectan su vida. Algunas de ellas que lo afectan como estudiante podrían ser:

¿Qué especialización debo escoger?
¿Qué clases debo tomar el siguiente semestre?
¿Debo concentrarme en uno o dos cursos que son realmente importantes para mí y poner menos esfuerzo en los otros?
¿Debo trabajar parte del tiempo o sacar un préstamo para mí educación?
¿Debo quedarme en la escuela?
¿Debo casarme ahora o esperar hasta que termine mi AA o B.A.?
¿Cuánto tiempo debo pasar divirtiéndome, y cuánto en escribir ensayos y preparándome para los exámenes?

Obviamente, cada quien también tiene que enfrentarse con decisiones personales. Estas incluyen: amigos, matrimonio, familia, estilo de vida, creencias políticas y religiosas, y actividades sociales.

¿Cómo se puede tratar con estas alternativas? ¿Sabe usted lo que quiere? Puede imaginarse como le gustaría que fuera su vida dentro de cinco años? ¿Cree usted que puede seleccionar las alternativas que sean mejores para usted, o cree que las cosas simplemente "le pasan" a usted?

Killer - Tiedman ha hecho una clasificación de la forma en que la gente hace sus decisiones comunmente. Las estrategias se describen más adelante.

A medida que usted lea la siguiente estrategia para hacer decisiones, piense si lo hace así y si las decisiones son triviales o críticas.

1. La estrategia intituiva:

   Quienes usan esta estrategia, usan sus instintos naturales. Hacen lo que les "parece correcto" en vez de examinar los hechos detalladamente. Parecen pensar "si se siente bien, hágalo"

2. La estrategia fatalista:

   Quienes usan esta estrategia dejan que lo que los rodea o las situaciones decidan por ellos. Las personas que así actúan parecen pensar que lo que hagan no cambiará nada, ya que su suerte está escrita. Es interesante notar que se considera que los Chicano/Latinos a veces actúan de esta manera. Se ha dicho que la religión católica tiene que ver mucho con este punto de vista. Cuando usted hace decisiones, ¿qué parte de ésta idea es apropiada, y que parte es sólo otro estereotipo?

3. La estrategia de sumisión

   Las personas que utilizan esta estrategia son quienes "van con la corriente" evitando responsabilidad por sus decisiones. Se les podría llamar tipo de persona "sí señor" o "sí señora."

4. La estrategia impulsiva:

   Los individuos que usan esta estrategia están de acuerdo con "hagálo ahora, piense después" sin considerar las consecuencias. Esta estrategia es usada por personas que aceptan la primera alternativa que encuentran.

5. La estrategia paralítica:

   Las personas que usan esta estrategia saben que deberían moverse en cierta dirección pero no hacen nada para lograrlo. Los estudiantes que dejan las tareas par el último minuto podrían colocarse en esta categoría.

6. La estrategia de agonía:
Quienes utilizan esta estrategia tienen mucho trabajo en tomar una decisión. Usan mucho tiempo en buscar y analizar la información para quedar finalmente, paralizados por ella.

7. La estrategia de aplazamiento:
Este tipo de persona aplaza lo que hay que hacer o decidir "Para ma ana." ¿Suena familiar? Bien, es porque usted ya lo ha oído, o lo oirá, que el esterotipo de Chicano/Latino pospondrá sus acciones hasta el dia siguiente. La persona que está demorando la decisión de un problema, está probablemente esperando que el tiempo cambie la cosas.

8. La estrategia reflexiva:
Quienes usan esta estrategia consideran todos los hechos. Si no tienen suficiente información, van a tratar de encontrar más. Las personas que utilizan esta estrategia generalmente tienen un propósito claro y metas definidas para su vida. En decisiones críticas o serias, ellas definirán el problema, generarán alternativas, reunirán información sobre sus alternativas; considerarán las posibilidades de éxito para cada alternativa, sus consecuencias, y finalmente harán una decisión que deje lugar a ajustes, si es necesario.

Obviamente, no todas las estrategias para hacer decisiones son las adecuadas para todas las situaciones. Usted quizá no deseará usar la estrategia reflexiva cuando tiene que decidir cuál clase de pasta de dientes va a comprar. La estrategia de sumisión pudiera servir cuando usted tiene que decidir que película verá con un grupo de amigos y cualquier alternativa es aceptable para usted.

Sin embargo, cuando hay que hacer decisiones críticas, la estrategia reflexiva es la única que le permitirá considerar las opciones realistas y sus propios valores. El uso de un modelo de hacere decisiones racionales le ayudará:

- Defina sus metas
- Investigue las alternativas a su alcanze.
- Ponga sus esfuerzos y recursos en la dirección que le parezca más interesante.
- Reduzca las presiones causadas por no hacer decisiones o hacerlas inadecuadamente

CLARIFYING VALUES - AN EXERCISE*

In going over the list, consider what is important or significant for you. Consider what you value most in life. Check the items below according to their significance for you. You will be asked to share three values you consider very important for your career decisions and three values you consider unimportant.

	Extremely Significant	Significant	Least Significant
Achievement: Accomplishing a difficult task through determination and persistance.			
Arts: Appreciation of beauty and balance in music, dance, and visual arts and in nature.			
Public Welfare: Concern for community well being as opposed to personal well being or egoism.			
Autonomy: Preference for being independent, free, and able to make choices.			
Health: Physical well being.			

*Adapted From Teaching Personalized Decision-Making, Gelatt, M. B. and Brew, S. Santa Clara County Career Education Consortium, 1980. Used with permission of the authors.

III:1:3:E

	Extremely Significant	Significant	Least Significant
Honesty: being straight-forward, sincere, and authentic with others.			
Justice: Impartiality, fairness, and equal treatment for all.			
Knowledge: Having information and understanding.			
Love: Affection, attachment, or devotion to a person, or object.			
Loyalty: Faithfulness, and adherence to a person, group or institution.			
Morality: Acting according to principles.			
Pleasure: Enjoyment, diversion, fun.			
Power: Authority, influence or ability to control others.			
Recognition: Admiration and respect of others.			
Wealth: Having money and financial security.			

III:1:3:E

	Extremely Significant	Significant	Least Significant
Security: Feeling safe from danger.			
Family: The importance given to parents, brothers and sisters, children and spouse.			
Friendship: Intimacy and sharing with others.			
Rest Time: Time to get away from work.			
Religious Faith: Believing in and devoting time for religious activities.			
Belonging: Being part of a group or organization.			
Latin Culture: The Spanish language; food, customs, music, art of Chicano and Spanish-speaking people.			
Competence: Ability to perform with confidence and ease in a certain field.			
Common Sense: Being able to make reasonable and logical judgments.			

	Extremely Significant	Significant	Least Significant
Emotional Balance: Peace of mind, inner security, and ability to survive through difficult times.			
Creativity: The ability to create new things, ideas or objects.			

III:1:3:S

EJERCICIO DE CLARIFICACION DE VALORES*

Al revisar la lista considere lo que es importante para usted. Considere lo que usted valúe más en la vida. Revise los puntos que abajo aparecen, de acuerdo con lo que signifiquen para usted. Se le pedirá que dé tres valores que usted considere muy importantes para la decisión de su carrera, y tres valores que considere sin importancia.

	Muy Importantes	Importantes	Sin Importancia
Realizaciones: Llevar a cabo una tarea dificíl a través de la determinación y perseverancia			
Artes: Apreciar la belleza y el balance en la música, danza, y artes visuales y en la naturaleza.			
Bienestar público: Preocupación por el bienestar de la comunidad opuesto a bienestar personal o egoísmo.			
Autonomía: Preferencia por ser independiente, libre y capaz de hacer sus propias decisiones.			
Salud: Sentirse bien físicamente.			
Honestidad: Ser sincero y honrado con los demás.			

*Adaptado de Teaching Personalized Decision-Making, Gelatt, H. B. and Brew, S. Santa Clara County Career Education Consortium, 1980.

	Muy Importantes	Importantes	Sin Importancia
Conocimiento: Saber y entender.			
Amor: Un fuerte afecto o vínculo o devoción hacia una persona u objeto.			
Lealtad: Fe y adherencia a una persona, grupo u objecto.			
Moralidad: Basar sus acciones en principios de conducta correcta.			
Placer: Gozo, diversión.			
Poder: Autoridad, influencia o habilidad para controlar a otros.			
Reconocimiento: Admiración y respeto de los demás.			
Riqueza: Tener dinero y seguridad económica.			
Seguridad: Sentirse a salvo de peligros.			
Familia: La importancia en su vida de los padres, hermanos, hijos, esposa/a.			
Amistad: Intimidad con otros.			
Descanso: Tiempo para dejar de trabajar.			
Fe religiosa: Creer y dedicar tiempo a actividades religiosas.			
Pertenecer: Ser parte de un grupo u organización.			
Cultura Latina: La lengua hispana, comida, costumbres, música, arte de gente de origen hispánico.			

III:1:3:S

	Muy Importantes	Importantes	Sin Importancia
Competencia: Habilidad de actuar con eficiencia y facilidad en cierto campo de acción.			
Sentido común: Ser capaz de hacer juicios razonables y lógicos.			
Balance emocional: Paz mental, y habilidad para sobrevivir a través de tiempos difíciles.			
Creatividad: La habilidad de crear cosas nuevas, ideas u objetos.			

MODEL FOR RATIONAL DECISION-MAKING

This reading provides one possible "set of instructions" for rational decision making, and gives an example of how they may be used.

STEPS FOR MAKING A DECISION

1. Define the problem.
2. Generate a list of all possible courses of action.
3. Gather relevant information about each feasible course of action.
4. Estimate the possibility of success in each alternative on the basis of experience of others and projections of current trends.
5. Consider the personal values which may be enhanced or diminished under each course of action.
6. Deliberate and weigh the facts, probable outcomes and values for each alternative.
7. Eliminate from consideration the least favorable courses of action.
8. Make the best decision you can at the moment, considering all of above.

CARMEN MAKES A DECISION

Carmen, a math major at a local junior college, is rapidly approaching graduation. At the end of next semester she will have completed her Associate of Science degree. She has a clear goal for after graduation, planning to continue her education in a four year institution towards a Bachelor of Science. She would like to teach high school for a year and continue to get her Master's Degree. Presently her G.P.A. is 3.1. Carmen lives with her parents and commutes to school by bus.

Having taken a decision-making class, Carmen plans to follow a decision-making model for her next major career/educational decision. The model could be used for other types of decisions, and other individuals might make different choices than the one Carmen makes.

STEP ONE: Define the problem. Carmen has already decided to transfer to a four year school. The problem she now defines is: which school should she transfer to?

STEP TWO: List courses of action

Carmen listed three:

1) To apply to a state college
2) To apply to a state university
3) To apply to a private university

STEP THREE: Gather relevant information about each alternative.

Carmen researched information from her counselor, counseling center, and school catalogs. With the help of a counselor, she created a list of important pieces of information she needed from each institution before actually searching. She looked for information on:

- Tuition cost
- Percent of minority students in each school
- Location
- School's reputation
- Supportive services such as tutoring
- Number of minority faculty
- Number of minority student organizations
- Housing
- Average class sizes
- Level of competition

- Minimum G.P.A. to be considered for acceptance.
- Other available resources

Carmen organized the information in Figure 15.

STEP FOUR: Estimate the probability of success.

Given her G.P.A. of 3.1 plus other factors such as amount of support for completing her B.S., and level of competition in each institution, Carmen decided the following probability of acceptance and completion of her bachelor of science:

1. State College	good
2. State University	good
3. Private University	fair

STEP FIVE: Consider personal values

Carmen considered which of her personal values might be enhanced or diminished under each course of action. To complete this task she referred to the values clarification exercise she had completed in her guidance class. (The exercise is also provided for your use to help you make your decisions). Carmen selected the following values as extremely significant - (not in order of preference) achievement*, justice, knowledge, recognition*, security, family*, belonging*, emotional balance*, competence and autonomy*.

*Values having special impact on decision.

Figure 15. RESEARCH AND COMPARISON OF ALTERNATIVES

	TUITION PER YEAR	% OF CHICANO STUDENTS	DISTANCE FROM HOME	SCHOOL'S REPUTATION	% OF CHICANO FACULTY	No. OF CHICANO CLUBS	TUTORING	REQUIRED GPA	LEVEL OF COMPETITION	CLASS SIZE	HOUSING	INTRAMURAL SPORTS	% OF EXPENSES PAID BY FINANCIAL AID
1. State College	$1,200	12%	100 miles	O.K.	12	4	yes	2.5	average	40	average	no	2/3 of needed funds
2. State University	$4,000	75%	250 miles	good	10	2	yes	3.0	average	30	average	yes	7/8 of needed funds
3. Private University	$8,000	4.5%	400 miles	excellent	6	1	no	3.8	cut throat	29	average	no	?

STEP SIX: Weigh the facts, probable outcomes and values for each alternative.

In this step, Carmen considered the whole picture--all the facts and values she feels are important and also the possibility of success of each alternative. She made the following chart to help her see the whole picture. (See Figure 16)

STEP SEVEN: Eliminate from consideration the least favorable course of action.

Based on the whole picture Carmen decided to eliminate the private university. She based her choice on her own values, realizing that other students might make a different choice given the same alternatives.

STEP EIGHT: Make the best decision you can.

Carmen decided to apply to both the state college and the state university. Submitting two applications was insurance against being rejected by one school. If both schools accepted her, she would have another decision to make. But meanwhile, both possibilities would be open to her.

Figure 16. COMPARING THE ALTERNATIVES

To be decided: What school Carmen should apply to for her B.S. degree in math.

ALTERNATIVES	CRITICAL INFORMATION	VALUES	PROBABILITY OF SUCESS
A. State College	A. 100 miles away OK reputation support services 2.5 GPA required average competition financial aid for 2/3 of need	A. +recognition +family +belonging +emotional balance +competence -autonomy	A. good
B. State University	B. 250 miles away very good reputation support services 3.0 GPA required average competition financial aid for 7/8 of need	B. +recognition +family +belonging +emotional balance +competence +autonomy	B. good
C. Private College	C. 400 miles away excellent reputation no support services 3.8 GPA required cut throat competition financial aid varies	C. +recognition -family -belonging +competence +autonomy	C. fair

MODELO PARA HACER DECISIONES RACIONALES

Esta lectura proporciona un posible grupo de instrucciones para hacer decisiones racionales, y da un ejemplo de como se pueden usar.

PASOS PARA HACER UNA DECISION

1. Defina el problema.
2. Genere una lista de todos los cursos de acción posibles.
3. Junte la información pertinente a cada alternativa razonable.
4. Mida la probabildad de éxito en cada alternativa, basándose en la experiencia de otros y tendencias actuales.
5. Considere los valores personales que pudieran ser realzados o disminuídos bajo cada curso de acción.
6. Delibere y pese los hechos, consecuencias y valores posibles para cada alternativa.
7. Elimine los cursos de acción menos favorables.
8. Haga la mejor decisión que pueda considerando todo lo que se menciona arriba.

Carmen Hace Una Decision

Carmen, cuya especialización es matemáticas en un junior college local, se está aproximando rápidamente a su graduación. Al fin del semestre que viene habrá completado su título de Asociado en Ciencias (A.S.). Ella tiene una idea clara de su meta después de su graduación. Está planeando continuar su educación y obtener su título de Bachiller en Ciencia (B.S.). Le gustaría enseñar en la escuela secundaria (high school) durante unos dos años, y obtener su Maestría más adelante. Su promedio de calificaciones en la escuela es ahora de 3.2. Carmen vive con sus padres y va en autobús a la escuela.

Carmen ha tomado la clase de hacer decisiones, y se basará en un modelo de hacer decisiones para elegir su siguiente especialización de carrera. El modelo podría usarse para otros tipos de decisión, y otros indivíduos podrían hacer diferentes decisiones a las que hizo Carmen.

PRIMER PASO: Defina el problema. Carmen ya decidió transferirse a una escuela de cuatros años. El problema es, ¿a cuál escuela debe hacerlo?

SEGUNDO PASO: Genere una lista de cursos de acción posibles.

Los 3 cursos de acción de Carmen:
1) Hacer una solicitud a un colegio del estado
2) Hacer una solicitud a una universidad del estado
3) Hacer una solicitud a una universidad particular

TERCER PASO: Junte información pertinente acerca de cada alternativa.

Carmen procede a conseguir información de su consejero, centro de consejo, y catálogos de la escuela. Antes de empezar y con ayuda de su consejero, ella hizo una lista detallada de puntos importantes de información:

- Costo de la colegiatura
- % de estudiantes hispanos
- Localidad
- Reputación de la escuela
- Servicios tales como tutores.
- Número de profesores hispanos.
- Número de organizaciones de estudiantes.

- Habitación.
- Promedio de estudiantes por clase.
- Nivel competitivo.
- Promedio de calificaciones mínimo para ser considerado para admisión.
- Otros recursos a mano.

Carmen organizó la información en el cuadro 15.

CUARTO PASO: Calcule la posibilidad de éxito.

Considerando su promedio de calificaciones y otros factores como la cantidad de ayuda para completar su B.S., y el nivel de competencia en cada institución, Carmen decidió la probabilidad de ser aceptada y de terminar el Bachillerato de Ciencias.

1. Colegio del Estado	buena
2. Universidad del Estado	buena
3. Universidad particular	mediana

QUINTO PASO: Considere los valores personales.

Carmen considera cuales de sus valores personales podrían aumentarse o disminuirse bajo cada curso de acción. Para completar esta tarea, ella busca el ejercicio de clarificación de valores que terminó hace pocas semanas en la clase. Carmen seleccionó los siguientes valores como muy importantes (no en orden de preferencia): Realización personal, justicia, conocimiento, reconocimiento, seguridad, familia,* pertenencias personales,* balance emocional,* competencia y autonomía.*

*Valores que tienen un impacto especial en las decisiones

CUADRO 15. INVESTIGACION Y COMPARACION DE ALTERNATIVAS

	COLEGIATURA POR AÑO	% DE HISPANOS EN EL COLEGIO	DISTANCIA DESDE CASA	REPUTACION DE ESCUELAS	# DE PROFESORES HISPANOS	CLUBS HISPANOS	SERVICIOS DE TUTORES	PROMEDIO DE CALIFICACIONES PARA SER ADMIRIDO	NIVEL COMPETITIVO	PROMEDIO DE DE ESTUDIANTES POR CLASE	HABITACION	DEPORTES INTRAMURALES	PROPORCION DE GASTOS PAGADOS POR AYUDA FINANCIERA
1. Colegio del Estado	$1,200	12%	100 millas	bien	12	4	si	2.5	Término medio	40	término medio	no	2/3 de fondos necesarios
2. Universidad del Estado	$4,000	75%	250 millas	bien	10	2	si	3.0	término medio	30	término medio	si	7/8 de fondos necesarios
3. Universidad Particular	$8,000	4.5%	450 millas	excelente	6	1	no	3.8	extrema competencia.	29	término medio	no	?

SEXTO PASO: Pese los hechos, resultados probables y valores de cada alternativa.

Carmen consideró los hechos y valores que ella cree que son importantes, y también la posibilidad de éxito de cada alternativa. Ahora hace el siguiente cuadro para ver más claramente.
(Mirar el cuadro 16)

SEPTIMO PASO: Elimine la consideración de los cursos de acción menos favorables.

Basándose en el cuadro total, Carmen decide eliminar la universidad particular. Basó su selección en sus propios valores, dándose cuenta que otros estudiantes pudieran haber hecho una selección diferente teniendo las mismas alternativas.

OCTAVO PASO: Haga la mejor decisión que pueda.

Carmen decidió hacer solicitudes al colegio y a la universidad del estado. el meter dos solicitudes le daba cierta seguridad de ser aceptada por lo menos en una de las dos escuelas. En caso de que ambas escuelas la aceptaran, ella tendría que hacer otra decisión. Pero mientras tanto, ella tendría dos posibilidades.

CUADRO 16. COMPARACION DE LAS ALTERNATIVAS

Por decidir: Escuelas a las cuales Carmen debe aplicar para completar su B.S. en matemática

ALTERNATIVAS	INFORMACION CRITICA	VALORES	PROBABILIDAD DE ÉXITO
A. Colegio del Estado ________________	A. 100 m. de distancia reputación OK servicios de tutores calificación mínima - 2.5 competencia mediana ayuda financiera para 2/3 de los gastos	A. +reconocimiento +familia +ser parte del grupo estudiantil +balance emocional +competencia -autonomía	A. bueno
B. Universidad del Estado ________________	B. 250 m. de distancia reputación muy buena servicios de tutores calificación mínima - 3.0 competencia mediana ayuda financiera para 7/8 de los gastos	B. +reconocimiento +familia +ser parte del grupo estudiantil +balance emocional +autonomía	B. bueno
C. Colegio Particular ________________	C. 400 m. de distancia reputación excelente no hay tutores calificación mínima - 3.8 extrema competencia ayuda financiera varía	C. +reconocimiento -familia -ser parte del grupo estudiantil +competencia +autonomía	C. mediano

ANATOMY OF A DECISION

Select a critical career or educational decision that you must make in the near future. The decision should be important enough to you to warrant going through a rational decision-making process.

1. Define the problem, in the form of a simple statement or question. Be as specific and immediate as possible. "What am I going to major in?" is more specific and immediate than "What am I going to do with the rest of my life?"

2. Generate a list of possible courses of action. You may want to get suggestions from other people.

3. Gather relevant information about each feasible course of action. You may want to fill out a chart such as Figure 17 or design your own chart. If you do not have all the information you need, which is likely, do your homework.

4. (Use Figure 18 for Steps 4-8) Consider the personal values which may be enhanced or diminished by each course of action.

5. Estimate the probability of success for each alternative. You do not want to make your decision on this factor alone. The alternative that seems least likely to succeed may be the most interesting.

6. Now that you have collected information, considered your values, and weighed the probabilities of success compare the alternatives. You now have done the preparation to enable you to make an informed decision.

7. Eliminate the least favorable courses of action.

8. Make the best decision for the moment, considering your methodical comparison of the alternatives.

Figure 17. RESEARCH AND COMPARISON OF ALTERNATIVES

Decision to be made: ________________________________

ALTERNATIVES	(LIST WAYS IN WHICH THE ALTERNATIVES CAN BE COMPARED, SUCH AS COST)					
1.						
2.						
3.						

Figure 18. COMPARING THE ALTERNATIVES

To be decided: ______________________________

ALTERNATIVES	CRITICAL INFORMATION	VALUES	PROBABILITY OF SUCCESS
A. ______________	A. 1.	A. 1.	A. ________
	2.	2.	
	3.	3.	
	4.	4.	
B. ______________	B. 1.	B. 1.	B. ________
	2.	2.	
	3.	3.	
	4.	4.	
C. ______________	C. 1.	C. 1.	C. ________
	2.	2.	
	3.	3.	
	4.	4.	

ANATOMIA DE UNA DECISION

Seleccione una carrera de suma importancia o una decisión educativa que usted pueda hacer en el futuro próximo. La decisión deberá ser bastante importante para usted, para que valga la pena seguir el proceso.

1. Defina el problema, en la forma de una afirmación simple o una pregunta. Sea tan específico e inmediato como sea posible. "En que me voy a especializar?" Es más específico e inmediato que "¿Qué voy a hacer con el resto de mi vida?"

2. Genere una lista de cursos de acción posible. Usted también pudiera desear tener sugestiones de otra gente.

3. Junte información relevante acerca de cursos de acción posibles. Usted podría desear llenar un cuadro como el cuadro 17 o diseñar su propio cuadro. Si usted no tiene toda la información que necesita, lo cual es probable, haga su tarea.

4. (Use el cuadro 18 para los pasos 4-8) Considere los valores personales que puedan aumentar o disminuir por cada curso de acción.

5. Calcule la probabilidad de éxito para cada alternativa. Usted no querrá hacer su decisión basándose en sólo este factor. Algunas veces la alternativa que parece ser la que tendrá menos éxito, es la más interesante.

6. Piense como se compara cada alternativa, ahora que usted ha juntado información, considere sus valores, y pese las probabilidades de éxito. Ya ha hecho usted la preparación que lo qyudará a hacer una decisión bien pensada.

7. Elimine considerar los cursos de acción menos favorables.

8. Haga la mejor decisión por el momento, considerando la comparación metódica de las alternativas.

CUADRO 17 INVESTIGACION Y COMPARACION DE ALTERNATIVAS

A decidir: ____________________

ALTERNATIVAS	Haga una lista de como se pueden considerar las alternativas, como costo					
1.						
2.						
3.						

III: 1:5:S

CUADRO 18 COMPARACION DE LAS ALTERNATIVAS

Lo que es por decidir: ____________________

ALTERNATIVAS	INFORMACION CRITICA	VALORES	PROBABILIDAD DE EXITO
A. ________	A. 1. 2. 3. 4.	A. 1. 2. 3. 4.	A. ________
B. ________	B. 1. 2. 3. 4.	B. 1. 2. 3. 4.	B. ________
C. ________	C. 1. 2. 3. 4.	C. 1. 2. 3. 4.	C. ________

UNIT II: DEVELOPING AN ACTION PLAN

Time: 2.5 hours

Objectives:

- Students will be able to define and list components of an action plan.
- Students will develop an action plan for a career or educational decision.
- Students will evaluate their general career and educational plans.

A. The Action Plan

Time: 1.5 hours

Objectives: 1) Students will develop an action plan for a career decision.

2) Students will practice organizational and research skills.

Materials: For Students

Formulating a Plan of Action

Action Plan

For Instructor

Knowledge of resources and information needed by students.

Activities:

- Discuss the importance of a plan of action using Carmen's decision as an example. Her decision required many separate tasks, some of which are listed in Formulating a Plan of Action. Show how making a calendar and a list makes it easier to accomplish all the tasks.

- Have students develop action plans for the career or educational decision they made in Unit I. This can be homework or classwork. (Use III:2:2:B)

- Discuss action plans:

  - Students can share their action plans in pairs or small groups to provide feedback to each other.

  - Students with similar interests (i.e., transferring to a four year school or applying to specific vocational information) can pool information and conduct research as a team.

- Brainstorming groups can help individuals who get stuck on portions of the Action Plan.

B. Developing a General Career Plan

Time: 1 hour

Objective: 1) Using a simple chart, students will examine where they are, where they want to go, and what they have to do to get there.

Materials: For Students

Now That I Know What I Want, How Do I Get There?

For Instructor

Same

Activities:

- Discuss the importance of having a long range goal and of knowing what steps to take to reach it. The goal may be general, and can be revised.

- Have students complete the chart Now That I Know What I Want, How Do I Get There? They may need assistance in their academic assessment and in researching the requirements and desirable skills in their field of interest.

- Students may share portions of their chart with a partner or small group for additional input. The third and fifth pages are particularly appropriate for group input. No matter how much of a "beginner" the student is, each person already has skills and accomplishments related to a career goal.

FORMULATING A PLAN OF ACTION

Formulating a plan of action is an important part of carrying through on important decisions. Trying to carry out a complex decision without a plan of action is like trying to build a house without a floor plan.

The plan of action may be simple or complex. It may include a diagram or a table to help you visualize the situation. It will probably require an active information search. You may need to find out about deadlines, forms that have to be completed, records which need to be sent or developed, money matters, sources of further information, and so on.

After Carmen decided to apply to two schools, the work she needed to do to carry out her plan was just beginning. In formulating her plan of action, she asked the following questions:

1. What are the application deadlines?
2. What forms do I need to fill out?
3. What are the fees for applying? Can they be waived?
4. Are letters of recommendation needed? If so, how many?
5. Are there any examination scores required? If so, which ones? Where and when are the exams administered?
6. Do I need to fill out any financial aid forms in advance?
7. Do I need to fill out requests for housing in advance?
8. Is a personal statement required, and/or a vita?

Based on the information she gathered, Carmen proceeded to outline the following steps to apply to each school:

DO	BY
1. Request applications	
2. Take required exams	

DO	BY
3. Request letters of recommendation	
4. Request transcripts	
5. Fill out application and financial forms	
6. Write a personal statement	
7. Have completed papers on file with school.	

She put the dates on her calendar where she could see them and check each item off as she completed the task.

Different decisions require different kinds of action plans. A plan of action that may be adapted to various situations follows.

COMO FORMULAR UN PLAN DE ACCION

Es muy recomendable formular un plan de acción para estar seguro de llevar a cabo decisiones importantes. El plan de acción puede ser sencillo o complejo según la clase de decisiones. Algunas veces es muy útil visualizar el plan en un diagrama o tabla. Tratar de llevar a la práctica decisiones complejas sin tener un plan de acción, es como tratar de construir una casa sin planos.

Al formular un plan es necesario conocer ciertos hechos comunes como fechas, (fin de plazo), formas que uno deba llenar, documentos que deben enviarse o pepararse, asuntos monetarios, lugares que deben visitarse para obtener más información, llamadas que deben hacerse solicitando información, y otras cosas por el estilo. El llevar a cabo una decisión exige con frecuencia, una búsqueda intensa de información.

Despues de que Carmen decidio presentar solicitudes a dos escuelas, el trabajo necesario para realizar su plan, apenas iba a empezar.

Carmen se hizo las siguientes preguntas al formular su plan de acción:

1. ¿Cuáles con los fines de plazo?

2. ¿Qué formas necesito llenar?

3. ¿Cuál es la cuota de ingreso? ¿Se puede postergar?

4. ¿Se necesitan cartas de recomendación? ¿Cuántas?

5. ¿Se requieren resultados de exámenes? ¿De cuáles? ¿Dónde y cuándo se ofrecen los exámenes?

6. ¿Necesito llenar por adelantado formas para ayuda financiera?

7. ¿Necesito llenar por adelantado solicitudes para alojamiento?

8. ¿Se necesita un informe personal o una autobiografía corta?

Basándose en la información que adquirió, Carmen procedió a resumir los siguientes pasos para hacer sus solicitudes a cada escuela.

TAREA	FECHA
1. Pedir solicitudes	
2. Tomar los exámenes requeridos	
3. Pedir cartas de recomendación	
4. Pedir transcripciones (documentos escolares)	
5. Llenar solicitudes y formas para ayuda financiera	
6. Escribir una declaración personal	
7. Haber completado sus documentos de registro con la escuela.	

Carmen apuntó las fechas en su calendario donde pudieran verse, y marcó cada punto a medida que lo fue completando.

Decisiones diferentes requieren diferentes clases de planes de acción. Sigua un plan de acción que se puede adaptar a varias decisiones.

III:2:2:B

ACTION PLAN/PLAN DE ACCION

1) *Decision made:* ____

La decisión: ____

Is there anything I need to take care of in my life before I proceed with my decision?

¿Hay algo que tengo que hacer en mi vida antes de proseguir con mi decisión?

2) *What resources do I need in order to* ______________________ *(decision)?*

¿Qué recursos necesito para (la decisión) ______________________?

Recursos Recursos	*Do I have resource now?* ¿Ya tengo los recursos?	*If not, how can I get the the resources I need?* Si nó, ¿cómo puedo obtenerlos?

3. *What information do I need to carry out my decision?*

¿Qué información necesito para llevar a cabo mi decisión?

Information Información	*Where can I get this information?* ¿Dónde puedo obtener esta información?

4. *What do I need to do to carry out decision?*

¿Que necesito hacer para llevar a cabo mi decisión?

1.

2.

3.

4.

5.

Are there external deadlines for these actions, such as application dates?

If not, what timetable makes sense to me?

¿Hay limites de tiempo? Si no, ¿cuándo debo empezar para terminar lo que me he propuesto?

Make a calendar/Haga un calendario

Dates Fechas	*Action* Lo que va a hacer

5. *Whose help and cooperation do I need? Who can help me? Whom do I have to consider in my decision?*

   ¿Qué clase de ayuda y cooperación necesito ahora? ¿Quién me puede ayudar? ¿A quienes debo considerar en mi decisión?

People Personas que me pueden ayudar y a quienes debo tener en cuenta	*What I need to ask or tell them* Preguntas/información
1.	
2.	
3.	

6. *What are the major obstacles to successfully carry through the decision?* ¿Cuáles son los obstáculos principales para realizar la decisión con éxito?

Obstacles Obstáculos	*What can I do to overcome these obstacles or minimize their effect?* Lo que se puede hacer para vencerlos

NOW THAT I KNOW WHAT I WANT, HOW DO I GET THERE?

¿AHORA QUE SE LO QUE QUIERO COMO LE AGO?

A. What DO I WANT? / ¿QUE QUIERO?

1. My career ambition/Mi meta profesional

2. Related career possibilities/Otras posibilidades

	MY CAREER AMBITION MI META PROFESIONAL	SECOND POSSIBILITY SEGUNDA POSIBILIDAD	THIRD POSSIBILITY TERCERA POSIBILIDAD
Education required: Educación Necesaria: Useful: Útil:			
Experience required: Experiencia Necesaria: Useful: Útil:			
Skills required: Habilidades Necesarias: Useful Util:			

III:2:3:B

B. WHERE AM I NOW IN RELATION TO MY CAREER GOAL?

¿ACTUALMENTE DONDE ESTOY RELACIONADO CON MI META PROFESIONAL?

1) Education Related to Career Goal:
Educación relacionada con meta profesional:

What course work have I completed?
Cursos completados:

How well have I done?
¿Cuales son mis calificaciones?

What is my skill level?
¿A que nivel estoy?

HOW WOULD I RATE MYSELF IN EACH OF THESE AREAS? *

¿COMO ME CONSIDERO EN CADA UNA DE LAS AREAS SIGUIENTES? *

	Need Work Necesito Mejorar	Adequate Adecuado	Very Good Muy Bien
Vocabulary Vocabulario			
Reading Lectura			
Math Matemática			
Spelling Ortografía			
Writing Escritura/Composición			
Speaking Oratoria			

* Remember, you can look at test scores and ask your counselor and instructor for help.

* Pueden referirse a los examenes que tomaron. Sus consejeros y maestras les pueden ayudar.

2) Experience related to career goal.
Experiencia relacionada a mi meta profesional.

ACCOMPLISHMENTS
¿QUE HE LOGRADO

● ____

● ____

● ____

KIND OF EXPERIENCE I NEED
¿QUE TIPO DE EXPERIENCIA NECESITO?

● ____

● ____

● ____

3) Skills related to career goal
Habilidades relacionados con mi meta profesional.

Strengths/Puntos Fuertes

●

●

●

Needs/Puntos debiles

●

●

●

4) How motivated am I? ¿Estoy motivado/a?	Yes	No
I can be persistant. Puede persistir.		
I am willing to work hard. Estoy dispuesto/a a trabajar mucho.		
I believe I can do it. Creo que lo puedo hacer.		
If I fail, I will try again Si fracaso, seguire con la lucha.		
This goal is very important to me. Mi meta profesional me es muy importante		
I am willing to give something up in order to achieve my goal. Me puedo pasar de unas cosas si es necesario para llegar a mi meta.		
I will give this goal my best effort. Hare todo lo que puedo para llegar a mi meta.		

C. WHAT DO I HAVE TO DO?

¿QUE TENGO QUE HACER?

1) Education/Educación

____

____

____

2) Skills/Habilidades

____

____

____

3) Experience/Experiencia

____

____

____

4) Motivation/Motivación

____

____

____

Section IV :

JOB SEARCH AND JOB SUCCESS

Eugene Long
Stelvio Locci
Denise Douglas

UNIT I. PRESENTING YOURSELF IN WRITING: RESUMES, LETTERS, APPLICATIONS

Time: 3 - 6 hours

Objective:
- Students will develop and practice English language skills and special techniques necessary to writing effective resumes, letters, and applications.

A. Developing A Written Record of Accomplishment

Time: 2. 5 hours

Materials: For students

Work You Have Done

Boles' 250 verbs

English/Spanish dictionaries

Education and Job History

For instructors

Additional resources:

(additional verb and skill lists)

Objectives:
1) Students will write a detailed list of achievement and skills. Students who are more fluent in Spanish will write the list in Spanish before translating it into English.
2) Students will write a detailed education and job history for their own records.
3) Students will develop a job file to keep and use in future job searches.

Activities:

1. Provide rationale for unit.

   a. Most people change jobs and careers several times. "Change is so common that many of the jobs to be filled in the next ten years will not have existed during the last ten years."* Therefore, everyone needs to have the tools for a successful job search.

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*State of California Employment Development Department, Finding A New Job With Skills You Already Have, Sacramento, CA.

b. Discuss two common pitfalls:

Over-identification with a job title.

Teachers, for example, who only identify as teachers will only look for a teaching job, ignoring the fact that they could just as well be looking for a job in management. Teachers have done most of the things which managers do: organizing, coordinating, supervising people, planning, directing, rewarding, encouraging.

A shop steward was asked about her supervising experience, and answered: "I don't have any supervising experience. I've always been on the production line." Analyzing what she did as a shop steward--directing people, working with managers, negotiating--she realized that she had a lot of supervisory experience.

Only counting part of your experience.

A homemaker looking for her first job in 16 years felt she didn't have any work experience. In fact, she had several marketable skills. She had worked for years as a volunteer fund raiser and had organized a car pool to serve the neighborhood grammar school children.

2. Provide students with Work You Have Done and verb list. Explain the difference between an achievement or a job title and the component skills used. Explain that resume format traditionally uses past-tense verbs without a subject. Boles' 250 Verbs is provided to help, but students are not limited to those verbs. Have students begin the Work You Have Done form in class. Students who are older and who have many work experiences may need

considerably more time than younger, less experienced students. Therefore, it is suggested that the exercises be completed as homework, or that the instructor allow for varied time requirements.

Students who are Spanish-dominant should complete this important task in Spanish, unhampered by the need to concentrate on their English. Once the form has been filled out, they translate it.

3. Review the skills list produced by each student. Make sure students follow the verb-in-past-tense format. Check the accuracy of translations. Have students read their skills in groups of two to five people. The listeners are to consider whether they can suggest additional skills to the reader, or whether the skills they hear can be added to their own lists.

4. Now that students have listed jobs and skills, they can develop the Education and Job History for their own use. This "resume" will include information for future resumes and applications, but will not be given in its complete form to any employer. The assignment may be given in class and completed at home.

5. Discuss reasons for developing a job search file. The Work You Have Done skills list and the Education and Job History are two items to be included. The file can be kept in a manila folder with other records. Students can help generate a list of other items to be included, such as:

    - copies of school transcripts
    - letters of recommendation
    - names and addresses of references
    - programs from workshops attended

The instructor may want to share his or her job search file with students, and encourage students to share their own filing and record-keeping systems. It is also helpful for students to hear how such a file has been of use to a classmate or instructor.

B. Writing For A Specific Audience

Time: 4 hours

Material: For students

Ten Qualities of a Good Resume
The Resume Step-by-Step
Want ads and job descriptions

For instructor

Sample resumes and letters
Additional resources:
Who's Hiring Who? by Richard Lathrop. Ten Speed Press, 1977.
The Quick Job Hunting Map by Richard Boles. Ten Speed Press, 1977.

Objectives:

1) Students will be able to select information from their education and job histories and their skills list that is appropriate for a resume for a specific job.

2) Students will write at least two different resumes and letters of application that are appropriate for a specific (hypothetical or real) position.

Activities:

1. Discussion of resume formats

Review three important considerations in business writing:

-- The audience. Who will be reading what I am writing and what are they interested in?

-- The purpose. What is the expected result of what I am writing? What information and what impression do I want to convey?

-- Time. Those who review and screen applications often spend only a few minutes or seconds on each resume and letter. Therefore, how can I state and format my communication in the easiest and clearest way?

Using sample resume or The Resume-Step by Step, discuss how a resume is usually organized. Discuss how resume format in general and specific resumes are responsive to the audience, purpose, and the time factor.

Ten Qualities of a Good Resume provides a good summary of resume writing principles. Resumes IV:1:6 and IV:1:7 can be used to illustrate how one person can use different resume formats for different purposes.

Additional resumes can be selected to show how various formats are appropriate for different people.

Many publications provide sample resumes; one that is particularly appropriate for community college students is called Resume by the Career Development and Placement Center of the City College of San Francisco.

The sample resumes can be put on transparencies for overhead projection in the classroom for explanation and discussion, or can be reproduced and handed out to students.

2. In-class writing: Resumes

Ask students to bring in want ads and job descriptions of positions they may apply for or would like to apply for. Supply a few additional choices. Using their detailed resume and their skills list, students write a resume for a specific job. It may be a good idea for students to identify the purpose and the audience at the top of the page. Help students to focus on what the employer wants and which skills of theirs are most important for a particular position.

For additional practice, students can complete a resume for a different job for homework.

3. Letters of application

The letter of application can be either a cover letter for a resume or can be a resume in letter form called a tailored letter. Discuss the similarities and differences.

COVER LETTER	TAILORED LETTER
1) The specific job wanted is mentioned.	1) The specific job wanted is mentioned.
2) Follow-up arrangements or interest in an interview are stated.	2) Follow-up arrangements or interest in an interview are stated.

3) The enclosed resume is referred to, but specific qualifications are not reviewed.	3) Qualifications are detailed in an outline form (like the resume). The qualifications outline either replaces the resume or proides details specific to the position applied for.

Show students samples of cover letter (IV:1:8:E) and tailored letter (IV:1:9:E). Have students write at least one cover letter and one tailored letter, again defining their audience and purpose. If students are job hunting, encourage them to use the class assignments to write letters they plan to use.

C. The Job Application

Time: 2-4 hours, depending on language skills of class.

Materials: For Students
EDD master application
Reviewing Your Application

For Instructor
Collection of blank local job applications
What Do You Say On Your Application If...

Objectives:
1) Students will complete a master application that can be used as a reference in filling out future applications.

2) Students will be able to complete job applications in English neatly and correctly in about 20 minutes.

3) Students will understand the various words and phrases commonly used on applications, and will be familiar with the various formats used.

4) Students will discuss specific application problems and suggested solutions.

Activities:

Students who have obtained work by means of applications may need little or no work in this area. Students who have little practice with applications and who have recently learned English may need a lot of explanation and review. Therefore, these activities are designed to provide some flexibility.

1. Ask students to come to class prepared to fill out a job application. They should bring a pen and any information they think they may need. Give them the Master Application to fill out. Ask each student to record the time they begin filling out the application and the time they finish.

   Have students who are comfortable working together trade applications, and provide handout Reviewing Your Application. Each student "reviews" partner's application from the point of view of an employer, making comments on handout which will then be returned with the application.

2. If students need more practice, duplicate additional applications from local companies and repeat the process. Completed applications may be turned in to the instructor or reviewed in class.

Job applications require understanding a specialized language. Students who are not native speakers of English may need to be taught the meaning of words that regularly appear on job applications. Using the master application and the collection of local applications, select words and phrases for the class to explain in English and/or translate. Have students record and learn the expressions they do not know.

3. Discuss the role of the job application. Some of the points to be made follow.

   - The job application represents you in your absence, like the resume. It is important to have it be the best representation possible.

   - The job application is a sample of your work. Is it neat? Complete? Legible? Can you follow directions? Can you spell?

   - The job application frequently requires a signature attesting to the truth of the contents. Discovery that the job application is falsified is grounds for immediate dismissal.

4. Discuss Special Situations. Invariably situations arise which require special thought. How do you represent yourself in the best possible light if you are an ex-offender, a political refugee with no local references, or have no paid experience? While there are no definitive solutions, a few suggestions are offered on the sheet What Do You Say on Your Job Application If... which may be passed out or used by the instructor for discussion purposes.

IV:1:1:E

WORK YOU HAVE DONE, REGARDLESS OF CONDITIONS, PAY OR WHAT YOU THINK OF IT*

Make a complete list of all your work experience, your volunteer experience, your work at home experience and hobbies. They all count.

	WORK YOU DID: (Achievements)	EXPERIENCE: (Skills Used)
1.	Clerk in drug store	Carried out inventory procedures set up advertising displays
		Priced merchandise Waited on customers
2.	Won Chicano History Essay Contest	Researched history of Mexican Revolution
		Interviewed veterans Wrote a detailed oral history
		Made a speech to local organization
3.	Sewed clothes for self and friends	Selected fabrics. Sewed garments.
4.		
5.		
6.		
7.		
8.		
9.		

We've given you space to put in nine work experiences. If you're really thinking about all of the work you've done--regardless of conditions, pay, or what you think of it--you'll probably need more space. If you need to, use a separate piece of paper to complete your list.

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[1] Employment Development Department, Finding A New Job With Skills You Already Have.

TRABAJOS QUE USTED HA HECHO, SIN IMPORTAR LAS CONDICIONES, PAGO, O LO QUE USTED PIENSE DE EL*

Haga una lista de toda su experiencia en el trabajo, como voluntario, en su casa y sus pasatimepos. Todo esto cuenta.

	TRABAJOS QUE HA HECHO: (Realizaciones)	EXPERIENCIA: (Habilidades USADAS)
1.	Empleado de farmacia	Llevé a la practica procedimiento de inventario.
		Planeé exhibicioines de anuncio. puse precio a la mercancía.
		Atendí a los clientes.
2.	Gané un concurso con un ensayo sobre historia Chicana.	Hice investigaciones acerca de la Revolución Mexicana.
		Entrevisté veteranos. Escribí una história oral detallada.
		Dí una plática a una organización local.
3.	Cosí ropa para mí y para amigos	Modifiqué moldes. Seleccioné telas.
		Cosí ropa.
4.		
5.		
6.		
7.		
8.		
9.		

Aquí hay espacio para apuntar nueve experiencias. Si usted pone todo lo que realmente ha hecho, a pesar de las condiciones, pago, o lo que usted piense de él, quiza necesite más espacio. Si lo necesita, use otra página para completar su lista.

*Employment Development Department, Finding A New Job With Skills You Already Have.

EDUCATION AND JOB HISTORY
EDUCACION E HISTORIAL DE TRABAJO

EDUCATION:
EDUCACION:

The names and addresses of all schools attended (from high school on)

Nombres y direcciones de todas las escuelas a que ha asistido (desde la secundaria)

All diplomas and certificates along with dates received

Todos los diplomas y certificados con las fechas en que fueron racibidos

Any courses that are particularly relevant to employment

Cualquier curso que esté relacionado con el trabajo

The dates and names of any special training or workshops

Las fechas y los nombres de entrenamientos especiales

Academic achievements and awards

Logros y premios académicos

Extra-curricular activities

Actividades aparte del plan de estudios

JOB HISTORY:
HISTORIAL DE TRABAJO:

List jobs in chronological order, including name and address of organization, job title, job duties, and accomplishments

Haga una lista de sus empleos en orden cronológico, incluyendo nombre y dirección de la organización, título del trabajo, sus responsabilidades y realizaciones

If possible, add name and phone number of immediate supervisor

Nombre y teléfono del supervisor inmediato

Include volunteer work and hobbies

Incluya trabajos como voluntario y pasatiempos

BOLES' 250 VERBS

achieved - llevé a cabo
acted - actué
adapted - adapté
addressed - dirigí
administered - administré
advised - orienté
analyzed - analizé
anticipated - anticipé
arbitrated - arbitré
ascertained - indagué
assembled - reuní, ensamblé
assessed - valué
attained - conseguí
audited - verifiqué
arranged - arreglé
budgeted - hize el presupuesto
built - construí
calculated - calculé
charted - proyecté
checked - rectifiqué
classified - clasifiqué
coached - preparé
collected - colecté
communicated - comuniqué
compiled - compilé
completed - completé
composed - compuse
computed - compute
conceptualized - formar conceptos
conducted - conduje
consolidated - consolidé
constructed - construí
conserved - conservé
controlled - controlé
coordinated - coordiné
copied - copié
counseled - aconsejé
created - creé
decided - decidí
defined - definí
delivered - distribuí
designed - diseñé
detailed - detallé
detected - detecté
determined - determiné
developed - desarrollé
devised - inventé
diagnosed - diagnostiqué
directed - dirigí
discovered - descubrí
dispensed - apliqué
displayed - exhibí
disproved - desaprobé
dissected - disecté
distributed - distribuí
diverted - desvié
dramatized - dramatizé
drew - dibujé
drove - conduje
dug - cavé
edited - edité
eliminated - eliminé
empathized - enfatizé
enforced - puse en vigor

established - establecí

estimated - estimé

evaluated - evalué

examined - examiné

explained - expliqué

expanded - extendí

experimented - experimenté

expressed - expresé

extracted - extracté, extraje

filed - archivé

financed - financié

fixed - establecí

followed - llevé a cabo

formulated - formulé

founded - fundé

gathered - junté

gave - di

generated - generé

got - obtuve

guided - guié

had responsibility for - fui responsable por

handled - manejé

headed - dirigí

helped - ayudé

hypothesized - hize la suposición

identified - identifiqué

illustrated - ilustré

imagined - imaginé

implemented - implementé

improved - mejoré

improvised - improvisé

increased - aumenté

influenced - influí

informed - informé

initiated - inicié

innovated - innové

inspected - inspeccioné

inspired - inspiré

installed - instalé

instituted - instituí

instructed - instruí

integrated - integré

interpreted - interpreté

interviewed - entrevisté

intuited - intuí

invented - inventé

inventoried - hize

investigated - investigué

judged - juzgué

kept - guardé

lectured - dí conferencias

lead - dirigí - guié

learned - aprendí

lifted - levanté

listened - escuché

logged - derribé (árboles)

made - hize

maintained - mantuve

managed - administré

manipulated - manipulé

mediated - serví como mediador

memorized - memorizé

mentored - serví de tutor

met - conocí

modeled - modelé

monitored - inspeccioné
motivated - motivé
navigated - navegué
observed - observé
obtained - obtuve
offered - ofrecí
operated - operé
ordered - ordené
organized - organizé
originated - originé
oversaw - inspeccioné
painted - pinté
perceived - percibí
performed - realizé
persuaded - persuadí
photographed - fotografié
piloted - fuí aviador
planned - planeé
played - jugué
predicted - predije
prepared - preparé
prescribed - prescribí
presented - presenté
printed - imprimí
problem-solved - resolví problemas
processed - procesé
produced - produje
programmed - programé
projected - proyecté
promoted - promoví
proof-read - rectifiqué (el original y copia)

purchases - compré
questioned - pregunté
raised - levanté, crié
realized - efectué
reasoned - razoné
received - recibí
reconciled - reconcilié
recommended - recomendé
recorded - registré, anoté, grabé
recruited - reclutó
reduced - reduje
referred - relacioné con
rehabilitated - rehabilité
related - relaté
remembered - recordé
rendered - rendí, proporcioné
repaired - reparé
reported - reporté
represented - representé
researched - investigué
resolved - resolví
responded - respondí
restored - restauré
retrieved - recobré
reviewed - entrevisté
risked - arriesgué, corrí el riesgo
sang - canté
scheduled - proyecté
selected - seleccioné
sensed - percibí
separated - separé

served - serví
set - puse, acomodé,
set-up - establecí
sewed - cosí
shaped - dí forma a
shared - compartí
showed - mostré, demostré
sketched - delineé
sold - vendí
solved - resolví
sorted - ordené, clasifiqué
spoke - hablé
studied - estudié
summarized - sumarizé
supervised - supervisé
supplied - proporcioné, suministré
symbolized - simbolizé
synthesized - sintetizé
systematized - sistematizé
talked - hablé
taught - enseñé
team-built - formé (un equipo(s)
tended - me incliné a..
tested & proved - examiné y probé
told - dije
took - tomé
took instructions - tomé instrucciones
trained - entrené
transcribed - trascribí
translated - traduje
treated - traté
traveled - viajé
trouble-shoot - serví como mediador (en dificultades, discordias, disputas)
tutored - fui tutor
typed - escribí a máquina
umpired - arbitré, serví/como árbitro
understood - entendí
understudied - fui actor substituto
undertook - me encargué de
unified - unifiqué
united - uní
upgraded - mejoré
used - usé
utilized - utilizé
verbalized - verbalizé
washed - lavé
weighed - pesé
worked - trabajé
wrote - escribí
wrought - labré, forjé

TEN QUALITIES OF A GOOD RESUME

A resume should be. . .

1. BRIEF: preferably one page.
2. EASY TO READ: wide margins, well centered, space between short (3-4 line) paragraphs.
3. Told in ACTION WORDS, past tense, that are not repeated.
4. Written in SHORT & SIMPLE STATEMENTS: one syllable words, no jargon, 12 words or less per statement.
5. Composed of RESULT-ORIENTED ACHIEVEMENTS, telling "what" not "how", without self-appraising phrases.
6. Targeted to SPECIFIC JOB & EMPLOYERS'S NEEDS: Use functional requirements listed in job description; consider using employer's wording of need.
7. Emphatic about YOUR SPECIAL STRENGTHS.
8. DEVOID OF DESELECTORS: Don't volunteer unnecessary information.
9. WITHOUT MENTION OF SALARY.
10. COMPLETE: remember your name, address, phone number and signature.

Adapted from handout developed for State of California Employment Development Department by Charles M. Fantz.

THE RESUME - STEP BY STEP

There is no single correct format for a resume. The best resume is the one that works for you. Consider your needs and what you want to communicate to the employer in deciding what components you want to include and what format is right for you.

1) PERSONAL INFORMATION: Usually limited to name, address, and phone. The employer has to know how to reach you. Other details such as height, weight, age are not necessarily of interest, take up precious space, and could become "disqualifiers."

2) JOB OBJECTIVE: An objective gives focus to the resume if the rest of the resume supports the objective. This helps give the impression that you want the job and are qualified for it.

3) QUALIFICATIONS IN BRIEF: Some people use this section to list skills that do not fall readily under "experience" or "education". Others use the entire resume to illustrate their qualifications for this position listed in their objective.

4) EXPERIENCE: There are several ways to do this: Chronological, Functional, or Combined:

   - Chronological:

     List all jobs starting with the present (or last) including the dates of employment; the company; the job title, and a description of your actual accomplishments.

     The advantage of the chronological style is that it is familiar to employers; it is easy to write, and straightforward. The disadvantages are that it emphasizes your job history, which you may not want to do if you are over 40, have had many jobs, have gaps in

The functional resume highlights abilities and de-emphasizes gaps in employment, job titles, and non-relevant work experience. A functional resume may be your best choice if you are re-entering the job market after a period of not working, have "too many" years of experience, or want to highlight skills not related to your past job titles.

- Combination of Chronological and Functional Styles

  Both formats can be combined in a single resume. For example, you can describe your skills in functional categories, and conclude with a chronological list of the positions you have held. This gives you the advantages of both kinds of resumes.

5) Education:

The purpose of listing educational background is to indicate general and/or specific training for a job. Work towards and completion of a degree also indicates willingness to learn - an important factor in many jobs.

BRIEFLY LIST:

College: Degrees, major, date, place. If no degrees, give college units completed, major, date.

High School: List diploma if no college attendance.

Also Add: Relevant workshops, adult education, vocational training either in summary form or chronological order.

your employment or have not worked before in the field in which you seek a job.

A job listing in a chronological resume might look like this:

1975-1980 RST, Inc., Cupertino, CA. Technical Illustrator. Prepared graphs and charts for reports. Designed covers and title pages of publications.

- Functional Resume:

Put your experience and skills in categories related to your job objective.

Categories may be job skills such as Public Relations, Management, or areas of experience such as Work with Youth. Using verbs in the past tense, describe your experience in each area listed. A section of a functional resume might look like this:

> Sales: Coordinated fund raising campaign that raised $2,000 through the sale of food and other items. Worked as a clerk in a department store.
>
> Public context: Worked as a peer counselor for community college program. Participated in school-wide speech contest. Volunteer counseling for telephone hotline service.

If your education is more impressive than your work experience, describe your education first. If your experience is more impressive, then that should appear first on the resume.

6) Personal Paragraph

You may wish to include a statement describing your personal attitudes towards your work that make you a valuable and unique employee.

7) What Else Do You Want to Highlight?

- Languages: Spanish/English bilingual skills will increase your chances of being hired for many positions. List your languages and whether you can speak, read or write them.
- Special Skills: Do you know sign language? Can you type 90 words a minute? Briefly list any skills not mentioned elsewhere that make you a more valuable employee.
- Hobbies: There are two reasons for listing hobbies or extra curricular activities. One is to show that you are a well-rounded person, someone the employer can relate to. The other is to mention activities that relate to your job objective. Photography is a helpful hobby if you will be required to put together a newsletter.
- Professional Organizations: List unions or other job related organizations to which you belong.
- Awards: List any awards, whether job related or not.

- Publications: List anything you have written that has been published, including newsletters and in-house publications.

- Military Service: U.S. military service is of interest to many employers.

- Create Your Own Category: Highlight other skills or accomplishments by creating an appropriate category; for example, community service. Remember, you want to select only the information about yourself that will help you get the job.

Tips on Resume Production and Reproduction

Be as meticulous about the appearance of your resume as you are with its content. Once you decide what to say and how to say it, consider these items:

- The layout or design
  Experiment with spacing, DOUBLE SPACING,
  Indentation, CAPITALIZATION, underlining, **bold type**, *italics*, etc., techniques which can make your resume more interesting visually, more readable, and therefore, more effective.

- Method of Production
  Typing: If you are typing your own resume, you may want to invest in a new ribbon to ensure an original that is dark enough to reproduce. And if your own machine is not quite up to the job, you may want to borrow a more dependable one. Electric or selectric typewriters can produce excellent resumes.

Several copy and printing establishments offer typist services for the non-typer.

Typesetting: Resumes can be "set-up" professionally for printing. Assorted type styles, sizes, as well as graphic effects, can be coordinated. Be sure that you proof the master carefully before the copies are printed.

- Reproduction

  It is not necessary to send the original of a typed resume each time you apply for a job. Your original may be duplicated by "xerox" or offset printer. Carbon copies, mimeographed, or dittoed resumes are not recommended. "Xerox" style copiers vary greatly in their quality. Shop around to find a good one.

- Paper

  For resumes, most copy services recommend a paper with some cotton or rag content. The additional cost for the higher grade paper is minimal, and the product is well worth it.

  Paper is available in a variety of colors. White and off-white are the most popular colors for a resume.

EXAMPLE OF CHRONOLOGICAL RESUME

PURPOSE: Jose Perez has a job as an assistant manager in a variety store, but he decides to apply for a similar position in another store where he thinks there will be more opportunity. He selects a chronological resume format because he is seeking a position that builds on his previous work experience.

JOSE PEREZ
3782 Santa Teresa
San Francisco, CA 9412
(415) 342-5880 home
(415) 370-1112 work

OBJECTIVE: Management position in retail with possibilities of advancement

EDUCATION: A.A. Degree, General Education and Accounting
San Francisco City College, 1980

EXPERIENCE:

1980-present	Assistant manager, XYZ Variety Store, San Francisco. Responsible for display of merchandise and cash accounts up to $225,000. Hired and trained part-time staff. Made up work schedules.
1978-80	Sales clerk, part-time, Xanadu Imports, San Francisco. Opened store, priced items, answered questions about mechandise, cash register, received items from purchaser.
1978-present	Greeting card salesperson, Felices Fiestas Company. Responsible for own territory. Business over past year has increased 300 percent.

PERSONAL: I enjoy working with the public. I am well organized and learn quickly.

LANGUAGES: Fluent in Spanish.

REFERENCES: Because he checked with the individuals beforehand, Jose listed the names and phone numbers of:

Owner of XYZ
Owner of Xanadu
City College accounting professor

EXAMPLE OF FUNCTIONAL RESUME

PURPOSE: Jose Perez wants to get a job counseling in a group home for troubled teenagers. He decides to do a functional resume, since his job experience is not directly related to the job he is seeking. He emphasizes related courses and hobbies.

JOSE PEREZ

ADDRESS: 3782 Santa Teresa Boulevard
San Francisco, California 94512

PHONE: Home: (415) 342-7722
Work: (415) 411-9021

OBJECTIVE: Counselor in a group home

EXPERIENCE: Counseling. As a peer counselor at San Francisco City College, helped students with academic and personal problems. Course work in developmental psychology.

Work with youth. Participated in Big Brother program for two summers.

Recreation. Can coach and play soccer and basketball. Organized group activities for youth.

Training and negotiating. Trained part-time sales employees for a variety store. Negotiated work-related problems.

WORK HISTORY: Assistant Manager, XYZ Variety Store
San Francisco, Calif. 1980-present

Sales Clerk, Xanadu Imports,
San Francisco, Calif. 1978-80.

SPECIAL SKILLS: I speak Spanish and like to work with youth from a Spanish-speaking background.

REFERENCES: Available upon request.

EXAMPLE OF COVER LETTER

PURPOSE: Salvador R. has a very complete resume for the accounting job he is seeking. This cover letter is to accompany the resume, since he has no need to add details about his experience.

Salvador R.
520 Mission Bay
San Diego, CA 95034

February 12, 1983

Mr. Carlos Smith
BZ Products
244 Elm
San Diego, CA 95033

Dear Mr. Smith:

I am interested in the accounting position which you advertised.

I have just completed an accounting major at Palomar College, and I have enclosed a resume which outlines my qualifications. I have also attached a copy of a letter of recommendation written by one of my instructors.

Please let me know if I can discuss the position with you personally because I am very interested in working for your company.

Respectfully,

Salvador R.

EXAMPLE OF TAILORED LETTER

PURPOSE: Sally Q. knows that Parks and Recreations will pay an instructor to teach a class of interest to the community. She would like to teach a Mexican folkdance class. She is a Spanish major who has worked as a waitress. She decides to use a tailored letter instead of a chronological resume because a list of her jobs and educational experience will not show her qualifications for this position.

Sally Q
55 Patio del Sol
Laguna Beach, CA 92324

May 4, 1982

Jane Doe
Director
Laguna Beach Parks and Recreation
45 Ocean View
Laguna Beach, CA 92323

Dear Ms. Doe:

I am interested in starting and teaching a Mexican folkdancing class through the Parks and Recreation program. I have enclosed the names and addresses of twenty people who said they would be interested in taking such a class.

My experience in dance includes:

- student of folkdance theory and practice at the Universidad de las Americas, Puebla, Mexico
- member of folkdancing group, Los Danzantes. The group has performed at UCLA and for Channel 74
- organizer and teacher of two high school dance groups

I am a fluent Spanish-speaker, and I can teach the history and origin of the dances.

I will call you in a few days to discuss the possibility of teaching the class.

Sincerely,

Sally Q.

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PURPOSE: Salvador R. has a very complete resume for the accounting job he is seeking. This cover letter is to accompany the resume, since he has no need to add details about his experience.

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I will call you in a few days to discuss the possibility of teaching the class.

Sincerely,

Sally Q.

IV:1:10:E

MASTER APPLICATION
and
INFORMATION FOR RESUME*

IDENTIFICATION

First Name	Middle Name	Last Name		Social Security No.
Local Address Street & Number	City	State	ZIP	Telephone
Permanent Address Street & Number	City	State	ZIP	Telephone
Name of person to be notified in case of emergency				Telephone
Address Street and Number	City	State	ZIP	

If you are not a U.S. citizen, have you the legal right to remain permanently in the US?
Do you intend to remain permanently in the U.S.?

PREVIOUS ADDRESS

List home address in U.S. for last 5 years

Dates	Street & Number	City	State	ZIP

U.S. MILITARY SERVICE

Branch of US Service	Rank at discharge	Highest Rank Held

Reserves
NO ☐ Active ☐ Inactive ☐ Stand by ☐ Nat'l Guard ☐
Other ____________

Nature of duties and any special assignments

Special training and honors

REFERENCES

Include at least one reference familiar with your work

Name	Complete mailing address	Occupation

From Employment Development Department.

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EDUCATION AND TRAINING

EDUCATION	Name of School	Location (City & State)	Diploma, Credits Certificate	Grade/Units Completed	Crse Major Fld.	GPA
	High School					
	Business or trade School					
	College					
	Other					

SPECIAL TRAINING OR QUALIFICATIONS	Language spoken fluently	Language read fluently	Factory or shop machines operated
	Office machines operated		
	Typing speed____wpm	Shorthand speed_____wpm	
	Describe any other special training or skills		

WORK EXPERIENCE (go back at least 10 years if applicable)

PRESENT OR LAST EMPLOYMENT	Name of present or last employer	Type of business	Address				
	Starting date Month	Starting date Year	Leaving date Month	Leaving date Year	Starting Pay	Final Pay	Job Title	Reason for leaving
	Department or section	Name of Supervisor	Supervisor Job Title				
	Description of work & responsibilities						

IV:1:10:E

EMPLOYMENT RECORD

Employer's Name		Address
From (Mo/Yr)	Job Title	Supervisor's Name
To (Mo/Yr)	Reason for leaving	Wage Start End

Duties (describe in detail)

EMPLOYMENT RECORD

Employer's Name		Address
From (Mo/Yr)	Job Title	Supervisor's Name
To (Mo/Yr)	Reason for Leaving	Wage Start End

Duties (describe in detail)

EMPLOYMENT RECORD

Employer's Name		Address
From (Mo/Yr)	Job Title	Supervisor's Name
To (Mo/Yr)	Reason for Leaving	Wage Start End

Duties (describe in detail)

EMPLOYMENT RECORD

Employer's Name		Address
From (Mo/Yr)	Job Title	Supervisor's Name
To (Mo/Yr)	Reason for Leaving	Wage Start End

Duties (describe in detail)

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IV:1:10:E

WORK PREFERENCES

Kind of work most want

Other kinds of work interested in

Location preferences or limitations

Approx. salary range expected

ADDITIONAL EXPERIENCE

Dates	Company and address	Job Title	Reason for leavin

ACTIVITIES

Professional organizations including offices (omit unions & organizations which would indicate race, creed, color or national origin)	Hobbies and leisure interests

REVIEWING YOUR APPLICATION

1. Have you answered all the questions? ____________________________
   (if questions do not apply, they should be answered with a N/A for not applicable or by a line -.)

2. Did you write your last and first name in the order requested?

3. Did you provide a telephone number where you can be reached?

4. Is your writing in ink? ____________________________________
   Is your writing easy to read?______________________________
   If you writing neat?____

5. Did you provide information requested about previous employers?

   Names? _________________
   Addresses?______________
   Job Title?______________
   Salary?_________________
   Dates?__________________

6. Did you provide a social security number?_____________________

7. Did you provide complete information about your education?

   Name of schools __________________________
   Locations_________________________________
   Dates_____________________________________
   Degrees___________________________________

8. Did you follow instructions accurately?

9. If you used abbreviations or initials, are they understood by other people?

10. Did you sign your application?

11. Are all words correctly spelled?

12. Do you have addresses and telephone numbers for references and emergency contacts?

13. Do you describe your past duties and your skills briefly and completely?

14. In the opportunity provided, have you made a good case for being hired?

WHAT DO YOU SAY ON YOUR APPLICATION IF...

Your work and references are in another country.

- Don't depend on the training and contacts you have at home to get you a job in the United States.

- Develop some local experience and references: This can be school, training, volunteer work, or work that is totally different from the occupation you are prepared for. You can often do this in a few months. For example, volunteer for a few days at an agency that helps Spanish-speaking people and ask for a letter of recommendation.

- List you local experience and references FIRST.

You are an ex-offender.

- Select fields where your conviction will not be an automatic disqualifier.

- If the application asks if you were ever convicted, some job counselors suggest writing "To be discussed in interview." In this way, an outright lie is avoided which would be grounds for dismissal. During the interview, you can make a better case for why you should get the job and stress the difference between what is past, and your present goals, qualities, and willingness to play by the rules.

- Consider whether your experience can be an asset. In certain positions, the knowledge and experience of a person who has "been there" is valuable. Such positions may include: counseling, work in half-way houses, penal work, and jobs for which you have been trained while incarcerated, among others. There is a lot of respect for a person who can turn a handicap into an asset.

Your immigration status is uncertain.

- Do whatever you can to process your papers.
- Answer questions regarding your status by writing "Papers in process." Be prepared to discuss details of your situation in the interview.

You have no paid work experience.

- Provide complete information on education and training.
- Do a functional resume and attach it to the application.
- Record work done as a volunteer if you can provide a job title and description. Some people even record the fair market value of such services and consider they "donated" their pay by volunteering.

You do not have a social security card.

- Apply immediately for a card.
- Put "applied for" or "application in process" in space provided for number.
- As soon as you receive the card, call companies where you applied and give them the number.

UNIT II. FINDING THE RIGHT EMPLOYER

Time: 4 hours

Objective:
- Students will be able to use a variety of strategies and resources in their job search.

A. Researching the Job Market

Time: 1 hour

Materials: For Students

Researching Local Job Market

For Instructor

Notes from local job research

Samples of annual reports

Employment Opportunities Index

Pages copied from local employer indexes

Objective: 1) Students will be able to list research activities that provide information about local companies and job openings.

Activities:

1. Discuss the importance of research in finding a job. Some employment experts say that only about 20% of jobs are listed or advertised. The others have to be "researched" somehow.

2. Discuss and share available resources. Based on local research by the instructor, provide the names of local employer directories and discuss how they could be used. Show the current issue of Employment Opportunities Index and discuss application to local job market. Show an annual report from a local company and discuss how such a report can help the job seeker. The student handout Researching the Local Job Market provides a written summary for the students.

   In researching a job, any idea that is useful and helps someone find a job is valid. Therefore, students may brainstorm additional research ideas.

3. Research assignment: Help students identify some information that would be helpful to their job search or to their career decision. (Examples: What type of jobs exist at company X? Where can a graphic artist find work within ten miles of the school?) Before leaving class discuss possible sources to be used in locating the information. Students complete and return Information Finding Exercise.

B. Ways of Contacting The Employer

Time: 1 hour

Materials: For Student
How to Contact Potential Employers
Comparison of Six Ways of Contacting Employers

For Instructor
Same

Objective: 1) Students will be able to list 3 ways of contacting employers and discuss the advantages and disadvantages of each.

Activities:

1. Using the student handouts discuss ways of contacting employers, including:

   -- advantages of using more than one method
   -- different methods used in different fields
   -- advantages and disadvantages of different strategies

2. Generate a discussion of students' experience in contacting employers, including:

-- how they have tried to get jobs and what ways have worked
-- suggestions they have for each other
-- experiences class members may have had in helping others find work or participating in hiring
-- kinds of practice and knowledge students feel they need prior to contacting employers

C. Networking

Time: 1.5 hours

Materials: For Student
No special materials

For Instructor
Flipchart paper, felt pens, & masking tape

Objectives: 1) Students will be able to define networking and explain how it may help them get a job.

2) Students will list several activities they can do to develop their own job search network.

3) Class will begin to function as a network to help class members obtain information and develop contacts.

Activities:

1. Define networking and explain how it works:

-- Networking is people power
-- Networking in the job market means developing contacts and using those contacts purposefully to find out where jobs are

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available, what the job involves, how to get hired, and to get referrals and recommendations.

-- Networking depends on links between people. A contact with one person may in turn lead you to that person's contacts.

-- Who you know and what information you have access to can be as important as what skills and talents and degrees you have.

2. Identify existing networks

Organizations are ready made networks and should not be ignored. Alert students to the many professional organizations, associations, civic groups, special interest clubs. (A partial listing can be obtained from the Chamber of Commerce). Help students identify groups which would provide the most helpful contacts for them.

Encourage students to contact an organization and attend a meeting. (This may be an extra credit assignment.)

3. Identify people who are willing to help

Students who are actively job hunting or trying to get local job information can benefit by developing a list of all the people who may help. The list should include friends, family, acquaintances, friends of friends, and people you have heard about or read about who may help. A list will help student contact each person systematically and keep track of the results. The Hispanic role models (Unit 4 D) should be part of this list. In order to be helpful, a person may provide assistance or a referral to someone else who may provide assistance.

4. Network with class

Studies have been conducted to estimate the number of contacts that separate any two people in the country. It is clear that we can get in touch with the people that we want to through networking. Each person in the class can act as a resource to others and also obtain valuable help and contacts through the following exercise:

Fill out and ask students to fill out the first five columns of a wall chart as follows:

NAME	CURRENT/ RECENT JOB	CURRENT/ RECENT EMPLOYER	CAREER AREA OF INTEREST	EVENTUAL CAREER GOAL	SUGGESTED CONTACTS:

The wall chart can be made from newsprint or flip chart sheets taped to the wall. Write in felt pen for easy reading. After each person has recorded their information needs, class members review the list and fill in the sixth column for each other. Each person tries to think of people they know who could provide help to their classmates. If the group is at all typical, a number of valuable contacts will evolve which will a) help the individuals involved and b) illustrate networking.

D. Dealing With Unemployment Blues

Time: 1 hour or more

Materials: No special materials needed.

Objectives: 1) Students will be able to discuss the extent of the effort required by a job search and the possible feelings of the job seeker.

2) Students form a job search support group (if desired).

Activities:

1. Discuss requirements of job search:

   - -- need to keep applying to a number of places
   - -- need to keep track of status of applications and follow up (suggest and have students suggest ways of doing this)
   - -- time requirements
   - -- number of contacts that may have to be made to find employment
   - -- possible psychological effects of job search

2. Who can help with job search task and with unemployment blues?

   Discuss the buddy system. Two job seekers make contracts with each other about the number of contacts (phone calls, letters,) they will do. They report to each other. They may also show each other rough drafts of letters and resumes and give each other feedback.

   Discuss the support group approach. In this case a group provides the same assistance to its members through regular meetings and in between meetings contact.

   In certain situations, the class may function as a support group or individuals may form teams. Whether or not this occurs, if students understand the process and the benefits, they can initiate this system whenever they feel the need.

RESEARCHING THE LOCAL JOB MARKET

1. Read want ads and job announcements. This tells you what companies are hiring and gives you an idea of local salaries. Answer ads that interest you.

2. Read business and other news. This tells you about expansions, new projects, and other community events. Is there any way you could fit in? Make an unsolicited application.

3. Talk to everyone about your job hunt and employment interests. Ask if they know of any openings or if they know anyone who could help you. If you can get a referral, go and talk to that person.

4. Go to the chamber of commerce and the business section of the public library. Use employer directories, indexes and the yellow pages to identify companies that hire people with your interests and qualifications. Frequently, you can find the names of department heads, personnel directors, and business owners as well. Write letters, make telephone calls, or apply directly to the organizations you identify.

5. Research individual companies and organizations by reading promotional materials, annual reports, and newspaper articles all of which are available from the public library or the organization. Some of the questions you want answers for are:

   -- What are the products and services of the organization, i.e., what business are they in?
   -- What is the size of the organization? Is the local organization a branch of a larger company or institution?
   -- What are the current concerns of this organization?

-- What are the future plans of this organization?

-- How could I help? What could I do in this organization?

-- How does the organization look financially?

6. List some additional research ideas that might work for you.

EMPLOYMENT

INFORMATION FINDING EXERCISE

1. State what job information you need. Be specific.

2. How can you research this information?
   (Ask others to give you ideas.)

3. Results of your research:

4. Sources of information used:

HOW TO CONTACT POTENTIAL EMPLOYERS

1. Answer ads or job announcements
    a. Read the newspaper, go to the employment office, college placement office, or public buildings where announcements are posted.
    b. Apply for positions you select according to instructions provided in ad.

2. Broadcast letter
    a. Decide what you want to do and which employers hire that type of person in the local area or in any area you would consider moving to.
    b. Prepare a general letter that can be sent to each employer detailing your skills and your interest in employment.

3. Individual unsolicited application
    a. Decide what you want to do.
    b. Research a company offering similar employment
    c. Apply directly, making your letter as specific to that company as possible.

4. Referral by another person
    a. Follow up. This is the best thing that could happen. First, find out as much as possible about the company and job.

5. Information interview (self-initiated)

   a. Decide what you might like to do.

   b. Research companies and organizations that offer similar employment.

   c. Identify employees that could explain the organization and the job to you. (Call the receptionist, state you are doing research on __________, who could you talk to about ________? etc.)

   d. Call person identified and explain what you want. Be organized and respect time constraints of the other person. Most people like to share information if approached at the right time, but be prepared for a few rejections. If you get an interview, ask organized questions to help you learn:

      - what working at that company would be like.
      - what the type of work you are interested in really involves.
      - whether there is any possibility of an opening in your area or a related one.

6. Take tests for federal/state employment

   1. Call EDD or local, state and federal agencies for test dates.
   2. Take tests and make applications.

A COMPARISON OF SIX WAYS OF CONTACTING EMPLOYERS

WAYS OF CONTACTING EMPLOYER	ADVANTAGE	MAJOR DISADVANTAGE
1. Answer ads	- application steps are clear - position is available	- many others may apply
2. Broadcast letter	- many companies can be reached	- letters may fail to generate interest because of its generality
3. Individual unsolicited application	- letter can be specific to one company	- no job may exist
4. Referral by another person	- a contact already exists between you and the company - you may get inside information from your referral	- NONE. (Getting such referrals depends on networking. Develop this skill.)
5. Information interview	- employer is not on the spot, because you are not asking for a job - you are not on the spot because you are not being interviewed	- NONE. (Careful preparation and research is necessary)
6. Federal and state tests	- as a minority or a bilingual person you may have a better chance than other applicants	- almost no hiring is taking place in public sector

UNIT III. The Job Interview

Time: 5 to 6 hours

Objectives:

- Students will be able to analyze the purpose and structure of a job interview.
- Students will be able to ask and answer common job interview questions.
- Students will be able to critically evaluate simulated job interviews.
- Students will develop an interview strategy that is right for them.
- Students will demonstrate English language skills adequate for an interview conducted in English.

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A. The Role Of The Job Interview

Time: 1 hour

Materials: For Students
Quiz
Five Critical Phases of Job Interview

For Instructor
Answers to quiz

Activities:

1. To provide thought and discussion, give the Job Interview Quiz and correct in class. There is a lot of advice from experts, some of it contradictory. This unit will provide definite suggestions, but students should use what is right for them. Answers to the quiz are: 1. T 2. F 3. F 4. F 5. F
6. F 7. F 8. F 9. F 10. F

2. Discuss students' experiences and feelings towards interviews. Sample questions:

    -- What do you feel about interviews?
    -- Have you had any job interviews?
    -- Can you share some of your experiences with job interviews?
    -- Do you look forward to an interview?
    Why not?

3. Provide some ideas about overcoming fear and nervousness in a job interview.

- -- Analyze the structure of an interview. What are its goals and purposes for the interviewer and interviewee?
- -- Anticipate questions the interviewer will ask.
- -- Know about the company/agency in order to ask some intelligent questions about it. See annual report, Standard and Poors, brochures, newspaper stories. Do a little research to show that you are really interested in working for this company.
- -- View video tapes of mock interviews, showing the right way and the wrong way to handle an interview.
- -- Role play interviews
- -- Practice on actual interviews. The more you practice the more confidence you gain and the more you conquer your fear and nervousness.
- -- Collect other suggestions from students.

4. Discuss the structure of the job interview

Give students the handout Five Critical Phases of the Job Interview. Discuss:

- -- How they would prepare for an interview based on Five Stages
- -- How these stages compare with students experience in interviews
- -- Other kinds of interviews and other strategies that may be helpful

B. Preparing For The Interview

Time: 2 hours

Materials: For Students
Questions on cards

For Instructors

List of most frequently asked questions

Activities:

1. All interviews require answering questions and one of the most effective means of preparation consists of practicing answers to commonly asked questions:

   - Put questions below on three by five cards and distribute five or so to each student.

   - Distribute the entire list to the students and have them write out answers to stimulate thinking. Then have students share their responses in class without notes. Practice must simulate real interviews, where candidates neither have notes nor much time to formulate answers.

   - Have students write out three questions they would least like to answer. After time to think, call on each to formulate an effective response.

   After some preparation time, have students pair up and ask each other the questions in mock interviews.

   1. Tell me about yourself?

   2. Why did you choose to major in (Accounting, automechanics, cosmetology, etc.)?

   3. Why did you want to work for this (company/organization)?

   4. What are your career goals?

5. Where do you hope to be in five years?

6. What training, courses, experience have you had that equip you for this position?

7. What are your major strengths for this position?

8. Why did you leave your job at _______________ (previous employer?)

9. What are your major achievements/accomplishments in this field?

10. What are your major weaknesses in this field?

11. What did you learn in your previous position?

12. Is there someone we can contact who knows your capabilities for this job?

13. What kind of salary do you expect?

14. Are you familiar with the process we use here?

2. Appearance. How you look may be as important as what you say. Discuss:

- What type of clothing should be worn to an interview.
- Other factors relating to personal appearance
- Can you be yourself and dress to please the employer?

C. Videotape and Mock Interview

Time: 1.5 hours to 2.5 hours

Materials: For Student
Evaluation of Interview
Sample questions

For Instructor
Videotape of interviews available from Mission Language and Vocational School, c/o Ellen Karel, 2929 19th Street, San Francisco, CA 94110.

Activities:

1. Play the MLVS tape twice, the first time without the handout, the second time with the handout evaluation. Have students complete the evaluation, focusing on the contrasts between the well done and the poor interview. Discuss.

2. As a follow-up exercise, have students role play a job interview one on one with the instructor first, and then with each other. Explain that they will probably never feel comfortable in interviews unless they simulate the stress in role plays such as these. Require them to use their actual work/training experience and interview for a position they actually want. The list of questions can serve as a core, but additional questions specific to the person and to the job can also be asked.

3. If time and equipment permit, videotape some of the practice interviews. Replay and critique. Stress that students should engage in this type of practice before a real interview.

JOB INTERVIEW QUIZ

Decide if each statement is true or false.

______ 1. The interview is the most important step in the job search process.

______ 2. Interviewers are usually well prepared, and know exactly what they are looking for in a job applicant.

______ 3. Candidates are hired on the basis of a very well developed resume.

______ 4. You should bring your resume to the interview and use it to discuss your qualifications.

______ 5. It is usually best to evade probing questions you do not wish to answer.

______ 6. When asked about your marital status, you are best advised to state that it is against the law to ask such questions.

______ 7. Bringing a friend or relative to an interview shows you are definitely interested in the job.

______ 8. Politely answering yes or no to questions makes the best impression on the interviewer.

______ 9. Arriving a little late is O.K. provided you don't keep the interviewer waiting more than 10 or 15 minutes.

______ 10. Dressing the way you did for your last job is a good guide to dressing for the interview.

FIVE CRITICAL PHASES OF THE INTERVIEW

Interviews may follow any number of patterns. The interviewer may have a definite set of questions, may ask questions based on a resume or application, or may only explain what the position requires. From your point of view, most interviews have five phases.

1. Getting acquainted: The first 30-90 seconds are said to be the most critical. Most interviewers have already formed an opinion of you in this first minute or so, perhaps already decided to give you the job or not: personal chemistry is very important. Dress, grooming, handshake, voice, eye contact, and poise are all factors here.

   In the first 5 minutes you establish a "comfort level." Make eye contact, shake hands firmly, SMILE. Get the interviewer's attention. Use small talk (the weather, traffic, news, parking, etc.) to establish rapport. Use the interviewer's name.

2. Fact Finding: Unless you have inside information, there is a lot you need to learn about the position. Ideally, keep the interviewer talking 80% of the time. The other 20% of the time agree, ask questions, draw him/her out about the company, the position, problems, plans. Determine the specifics of the job: qualifications, career path, job responsibilities, to whom you report. Ask for information that was not in the job announcement.

3. Sales Pitch: After you have listened to what the hiring agent needs, tell how you are exactly the person for the job. Focus on your special qualifications which make you stand out from the competition. (This is called positioning)

4. Close: Compliment the company/agency. Say thank you. Tell the interviewer you want the job. ("I really want this job. I'm the person you need.") Then silence. Wait for a response. Find out the next step in the hiring process. Ask for a business card, so you can write or call. Call back at the appointed time. Ask for a decision. Repeat the closing process if no decision is made. Be direct. Be positive. "When can I start?" Get objections out in the open, if you can, and respond to them.

5. Follow Up: Do not neglect this important step. Send a thank you note. Clarify something from the interview or your resume which points out again your superior qualifications. Ask for more information, if necessary. Keep the person interested in you, reacting to you.

   Do a self evaluation of the interview. This can be reviewed before you have your next interview to improve your interviewing skills.

EVALUATION OF JOB INTERVIEW

After watching the tape twice, use the following guide to critique what you saw:

In all cases the items refer to the interviewee. Use one sheet for each interviewee.

INTERVIEW ONE	INTERVIEW TWO
1. Poise, self confidence	
Good Fair Poor	Good Fair Poor
Comments (How to improve)	
2. Dress and grooming	
Good Fair Poor	Good Fair Poor
Comments	
3. Answers to the questions of the interviewer.	
Good Fair Poor	Good Fair Poor
Comments	
4. Body Language: eye contact, posture, use of hand, etc.	
Good Fair Poor	Good Fair Poor
Comments	

5. Enthusiasm for the job. Was the candidate eager for the job?

Good Fair Poor Good Fair Poor

Comments

6. Questions asked of the interview. (Did they show knowledge of the company/organization?)

Good Fair Poor Good Fair Poor

Comments

7. Overall evaluation. On the strength of interview, would you hire this person?

Yes Possibly No Yes Possibly No

Comments. Why?

INTERVIEW TIPS

1. Research the company before you go on the interview. You go on the interview. You should know enough about the company to see how you could fit it. You should also be aware of what you don't know, so you can ask the necessary questions.

2. Dress appropriately for the job. Be well groomed, neat and clean.

3. Use eye contact throughout the interview. If you are interviewed by a group, eye contact with all members of the group.

4. Reflect confidence in body language, posture, etc. Sit up straight. Don't fidget, doodle, or otherwise distract with hand movements. Be enthusiastic and convincing. It has been found to be very effective to sit on the edge of the chair and lean forward.

5. Discuss your skills and interests in the context of the job requirements and the employer's needs.

6. Be sincere and frank in your answers. Say enough to answer all questions completely (don't rely on one or two word answers), but don't ramble or tell stories.

7. If you have to give an undesirable answer, try to put it in as positive a form as possible while still being truthful. For example:

   Q: Have you studied accounting?

   A: No, but I am planning to sign up for a course. No, but I have kept accounting records for company Z., and so on.

8. Participate actively in the interview by asking questions and encouraging the interviewer to talk abut the job and the company. While the employer is considering your application, you are also considering whether you can commit yourself to this particular position and employer.

UNIT IV: ISSUES RELEVANT TO THE HISPANIC EMPLOYEE

Time: 1-2 hours

Objectives:

- Students will discuss see how speaking Spanish or coming from a Chicano/Latino cultural background can be an advantage in employment and work.
- Students will be able to define employment discrimination and will review legal recourses.

A. Unique Skills of Chicano/Latino Employees

Time: 1-2 hours

Materials: For Students

Language Requirements for Work (see II:2:3:B)
Current events clippings

For Instructors

Additional Resources:

Bilingualism by Peter Hornby. Academic Press
El Lenguaje de los Chicanos edited by Hernandez-Chavez, Cohen, & Beltramo. Center For Applied Linguistics, 1975.

Objectives:

1) Students will be able to list assets of Chicano/Latino employees.

2) Students will be able to define linguistic terms related to their life experience and/or career goals.

3) Students will be able to describe Spanish language requirements or applications for selected career clusters and specific careers.

Activities:

1. Analyzing Skills

- Discuss this hypothetical job requirement: Must speak Spanish, knowledgeable about Hispanic community.

  - For what sorts of jobs would these skills be useful?
  - What specific knowledge would be required?

- As the instructor and a role model, share how your knowledge of Spanish and your cultural background has contributed to your career.

- With students generate a list of specific language skills they have as a group (for example, talking to visitors from Mexico, reading Spanish). Generate a second list of skills or advantages students derive from their particular cultural experience (for example, ability to communicate with Chicano youth, understanding of politics of Hispanic community, etc.) Record skills on chalk board or paper sheets. Group discusses job applications of each skill.

- Discuss use of Spanish in U.S. (the fourth largest Spanish-speaking country in the world) and abroad (where Spanish is the language spoken by the largest number of people after Chinese and English). Students and instructor bring in current articles on international business, international relations, and growth of Hispanic population in U.S. Discuss implications for employment of Spanish-speaking people.

2. Terminology

- Ask students to generate a list of terms associated with knowing anther language. List terms on board and define them. Terms may include: bilingual/bicultural; monolingual; bicognitive; biliterate; required language skills; language skill areas (speech, comprehension, reading, writing), dialects, standard Spanish, language varieties, etc.

3. Language Requirements For Work

- Discuss the following issues related to Spanish language requirements on the job:

- Which variety of Spanish is required? Do you need standard Spanish or would colloquial Spanish be more useful?

- How much? Find out precisely how often Spanish is used on the job. Always? Most of the time? Sometimes? Rarely?

- How well? What level of proficiency? Do you need a very basic language skill or will complex communication be required? You may be able to test your present level of proficiency at your college.

- What skills area? Do you need reading? Writing? Speaking? Listening?

- Language training: Where can you get the kind of language training needed to succeed in your chosen career? Community college? University? Language schools? Language laboratory? Study abroad?

- Specialized terminology: Do you need to know specialized terminology? In both English and Spanish language? Where can you get training in this terminology? In the home country? Vocational schools? Community college? Industry jobs?

- Have students use the Checklist for Language Requirements in Occupations to analyze a career cluster or a specific career/job/occupation of their choice. Discuss the results in class.

B. Discrimination in Employment and Promotion

Time: 1-2 hours

Materials: For Students

Summary of Anti-discrimination Legislation

Grievance Procedures

For Instructors

Additional materials:

(pamphlets from government agencies)

Objectives:

1) Students will be able to name at least two laws which address fair employment practices and employment discrimination.

2) Students will be able to define discrimination in hiring and promotion.

3) Given situations which involve potential discrimination, students will be able to cite at least one piece of legislation which applies.

4) Students will be able to identify from their personal experiences several instances of possible employment discrimination and to recommend courses of action.

Activities:

1. Ask students to think of a case of actual or potential discrimination from their own experience. Review each case with the class playing the role of a jury, and decide if discrimination was involved. From this exercise, the extent of the class's knowledge on anti-discriminatory legislation will become clear.

2. Review existing anti-discrimination legislation. Discuss the recourses available to an individual who is the victim of discrimination. The handout Legislation Summary and Grievance Procedure can be used as a catalyst for discussion, or as a summary.

3. Explain vocabulary as needed. Key terms include: complaint, discrimination, grievance, law, legislation, titles, remedies, sanctions, overt and covert discrimination, institutional discrimination, and affirmative action.

4. Define and discuss affirmative action. Possible questions include:

   Why did affirmative action originate?
   What are the advantages for Hispanics?
   What are the advantages for the general population?
   How is affirmative action implemented by employers?

5. Develop a resource list with students of local individuals and organizations that could help in cases of discrimination. Discuss when and how each resource could be used.

SUMMARY OF ANTI-DISCRIMINATION LEGISLATION

The rights of all people to be hired and promoted without reference to race or ethnicity is well established in both state and national law. A summary of the major anti-discrimination legislation appears below.

FEDERAL LAW

1) Title VII of the Civil Rights Act of 1964, amended in 1972. This law prohibits discrimination based on sex, race, color, religion, and national origin. It applies to employment and to training and is enforced by a federal agency, the Equal Employment Opportunity Commission (EEOC). The specific area of discrimination covered by this law are: hiring or firing; wages, fringe benefits, classifying, facilities; training, or apprenticeships; and any other terms, conditions or privileges of employment.

   Employers found to be in violation of this law have been required to take correcting action, such as hiring, promoting, providing back pay, and covering attorney's fees and court costs.

2) Title IX of the Educational Amendment. This law prohibits discrimination based on sex in any educational institution receiving federal funds. The specific areas covered by the law are: all aspects of educational programs including admissions to vocational, graduate, professional, and public schools; access to courses and programs; counseling and guidance, athletics, student rules and policies; financial assistance; extracurricular activities; and employment.

   Schools found to be in violation of Title IX may lose their federal funds unless they cease discriminatory practices. They may also be required to take action to overcome the effects of past discrimination.

3) Title II of the Education Amendments of 1976

This legislation requires educational institutions to take corrective action to insure equal educational opportunity for both sexes. In California, for example, vocational education programs must evaluate the steps they have taken to overcome sex stereotyping and sex discrimination.

4) Executive Orders 11246 and 11375

These orders require employers with federal contracts of $10,000 or more to comply with antidiscrimination legislation and to practice affirmative action. The federal government may cancel contracts with employers who do not comply.

5) Equal Pay Act of 1963

This law probibits pay differences based on sex where the job requirements are substantially the same. Employers found to be in violation of this act may be required to provide back pay.

STATE LAW

1) California Fair Employment Practices Act of 1959

The California law is not only older than the Federal Civil Rights Act, but also covers more areas. To the federal prohibitions against discrimination based on sex, race, color, religion and national origin, the state adds physical handicap, medical condition, and marital status. The state agency that enforces this law is the Fair Employment Practices Commission.

2) California AB 803

This law prohibits discrimination in any program or activity that is funded by the state. Specific areas covered are ethnic group identificaiton, religion, age, sex, color, and physical or mental disability. Programs or agencies found to be in violation may no longer receive state funding.

- Invite another person to sit in on any conversation you may have with your employer. That person can later corroborate any verbal agreements.

- If your employer has a union or a procedure for grievances, consider using the existing channels either as a first or second step.

3. File a complaint

A formal complaining may be filed with any of the agencies responsible for enforcing anti-discrimination legislation. The complaint can be filed by the individual discriminated against or in some cases, by an interested group.

For suspected violation of federal law, look up the office of the Equal Employment Opportunities Commission (EEOC) in your telephone directory. It will be listed under "United States Government."

For suspected violation of state law, look up the local office of Fair Employment Practices in your telephone directory. It will be listed under California, State of/Industrial Relations Department.

The Industrial Relations Department is also responsible for inforcing and providing information on laws affecting wages, hours and working conditions.

4. File a suit

A complaint filed with either EEOC or FEP may result in a "right to sue" letter. In that case you can consult an attorney and proceed on your own.

WHAT CAN I DO IF I HAVE A GRIEVANCE

1. Ask yourself, Is Discrimination Really Involved in My Case?

If you are a Chicano and were fired for being late, discrimination could be involved only if other employees were late and were not fired.

If you are a Latina who applied for an accounting job and the job was given to a white male, this does not automatically mean discrimination is involved. If the successful applicant had several more years' experience and if the company had previously hired both women and Hispanics, discrimination seems a lot less likely.

You may want to consult with individuals you trust or with community organizations (see resource list) before proceeding further.

2. Informal Complaint

If you have feel you have been discriminated against at work, one option is to talk directly with your employer and explain the nature of your complaint. This will sometimes lead to a resolution of the problem without the expense and time needed for legal action. However, success depends on the willingness of the employer to recognize and correct the problems.

The following suggestions may be helpful in making informal complaints and in subsequent actions as well.

- Document your complaint. Write down dates and details of incidents. Keep copies of related papers.

- Put your complaint in writing, date it and keep a copy for your records.

UNIT V: WHAT THE EMPLOYER EXPECTS

Time: 2-4 hours

Objectives:
- Students will be able to list and discuss what employers expect from new employees.
- Students will be able to list and discuss training and educational opportunities available to them after they are hired.

A. The Written and Unwritten Rules

Time: 1-2 hours

Materials: For Students
If I Made the Rules
Sample employee handbooks or company regulations
Ways to Lose Your Job
The Basic Rules

For Instructor
Sample employee handbooks

Objectives: 1) Students will experience the employers' perspective by developing their own set of rules for employees.

2) Students will be able to list and discuss guidelines that will foster continued employment and advancement.

Activities:

1. Give students the opportunity to put themselves in an employer's shoes. If they owned a company, or had a financial interest in one, what rules would they make for employees? The exercise If I Made the Rules has been provided for this purpose.

   After students have come up with individual lists, discuss as a class and decide if there is consensus for any rules. Put these on the board and discuss why they were selected.

   Examples of work related rules and regulations are provided below. You may want to mention these and discuss a rationale for each, if they have not been included in the lists the students have generated.

Examples of work-related rules and regulations:
(Discuss a rationale for each, if not covered in previous exercise)

- -- Be on time.
- -- Dress appropriately. What does this mean in various occupations? "No earrings." "No exaggerated hairdos, shorts, clog-type shoes." "Uniform must be worn at all times." "Hair nets required with long hair." "Slacks or pants will not be worn by female employees." Discuss such regulations in terms of their effects. Is the rule related to employee safety? Is it a matter of projectng a certain company image? Is it a matter of courtesy. . .or the whim of the boss?
- -- Limit breaks to 15 minutes in the morning and the afternoon.
- -- When sick, call supervisor as soon as possible so that your work can be assigned to others, if necessary.
- -- Do not smoke in the no smoking areas.
- -- Do not bring food to the work areas.
- -- No radios or tape players allowed in the work areas.
- -- Respect your supervisor's wishes. Do not make independent decisions without approval from supervisors.
- -- Observe all safety rules posted in your work area.
- -- Give a full 8 hours work per day for 8 hours pay so that the company will be profitable and able to raise salaries yearly.
- -- Learn as much about your job and the company as possible, so that you will be in a good position to be promoted.
- -- Do not gossip about employees or speak unflatteringly about your boss or the company/organization.

Provide and discuss handout Basic Rules

2. Company rules may be written or unwritten or both. Written rules are found in the employer handbook or in a similar document. Ask students to bring in sample handbooks from current or former jobs and make brief presentations about the rules.

Discuss:

- What are the similarities and differences in company rules?
- To what extent were the rules followed within the company?
- What penalties were there, if any, for breaking the rules?

3. Discuss the consequences of not following the rules. Use handout Ways to Lose Your Job. Discuss other effects of not following the rules, such as not being promoted.

B. Learning on the Job

Time: 1-2 hours

Materials: For Students
Current catalogs and program descriptions

For Instructors
Current catalogs
Names of local companies with education programs

Objectives:
1) Students will be made aware that they do not need to "know" a job thoroughly on their first day of employment.

2) Students will be able to identify formal and informal on-the-job training.

3) Students will be able to identify information needs and information resources in specific job situations.

Activities:

1. Discuss ways of training individuals once they have been hired for a position. Ask class members to volunteer their experiences. The training offered by an employer may be:

- formal program
- informal orientation
- sink or swim (no training or orientation)

Stress that no new employee is expected to know it all, and that asking questions and checking is often more valued than finding your own solutions.

2. Identify self-training strategies. For example:

   - select knowledgeable and helpful individuals. (people are usually flattered to be asked for help.)

   - clearly identify what you need to know

   - take note of complex procedures or information that you may need again

   Invite members of the class who have employment experience to share their experience in training themselves on the job.

3. Continuing Education. Many companies expect employees to want to upgrade their skills and even to continue their formal education. Discuss the various options, including:

   - workshops, training sessions and classes offered by the company's training department

   - reimbursement programs for job-related courses taken at local colleges

   - paying for courses that could result in a better job

Discuss reasons for continuing to train and learn, including:

- keeping up with technological advances, new job descriptions, etc.
- landing a better job or being promoted
- changing jobs or fields

Optional Activities:

- Ask students to call several large local employers and ask about their educational and training opportunities. Do any have in-house classes? Do they reimburse tuition at local institutions?
- From an assortment of current and local catalogs for college and training programs, have students select classes that would improve job skills and increase their chances for promotion. Students should note pertinent information and possibly attend a class.

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IF I MADE THE RULES . . .

Every organization, whether a business, industry, or community service agency, has certain written and/or unwritten rules about employee behavior. These rules govern the dress, behavior, attitudes, and priorities employees are expected to observe on the job. Often, your ability to follow these rules will determine whether you will keep the job, as well as your chances for promotion. The rules constitute a set of criteria by which employees are measured. The extent to which you know about these rules and follow them may well determine your future in any job.

If you were the boss, list 10 rules that you might have for your employees in order to make the company or organization successful. Choose a field you would like to work in, and list your rules below:
"Employees should:"

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

WAYS TO LOSE YOUR JOB

All companies/organizations value certain qualities in workers over other qualities and have a set of rules or guidelines (whether written or unwritten) which govern employee behavior, dress, and attitude. Getting hired is only the first step. Research shows that newly-hired employees lose their jobs within the first few days or weeks because they failed to follow written or unwritten rules. In the words of personnel directors, common causes of being fired are the following:

1. "Late to work three days in a row."
2. "Did not show up for two days and did not call in."
3. "Wasn't interested in the job."
4. "Never really learned the job and never asked questions."
5. "Spent all his time talking about cars with his buddy, so I had to fire both of them."
6. "Couldn't get along with her supervisor or co-workers and used bad language."
7. "Made private telephone calls and after being warned, had her boy friend call her at work a couple of time a day."
8. "Only wanted to do part of the job. Not interested in progressing to the technician's level where the need was greatest."
9. "When his mistakes were pointed out to him, he got mad instead of learning to correct them."

THE BASIC RULES

1. Be on time every day. Punch the time clock, if that is a regulation. do not have another person do this for you, if you are late. If there is an emergency which detains you, call in to let your supervisor know where you are and how long it will be before you arrive.

2. Dress appropriately. Take your cues on dress from your co-workers. If these cues are ambiguous, ask your supervisor. If in doubt, dress at a level above your present job, rather than below. If there is a uniform, wear it and maintain it clean and pressed. Safety regulations may require the wearing of hard hats, special shoes, protective glasses, or other gear. Do not ignore these regulations.

3. Illness. If you are sick, call in. Follow the company's policy with regard to sick leave, documenting medical leave, medical insurance, etc. Failure to communicate promptly with your supervisor and/or personnel department about your absence may result in your being fired.

4. Employee's manual. Many companies and organizations have an employee's manual which outlines your employer's expectations of you, company policies, rules and regulations. Read it and follow its rules and advice.

5. Getting along. Good working relations with supervisors and coworkers is very important. Getting to know who they are and what they want can make work more enjoyable and productive. If you are criticized, do not take it personally. Most criticism is designed to improve your job performance, and you will improve in proportion to your willingness to learn from others.

As a new employee, it is important that you abide by the rules and customs of the company/organization. You want to keep your job, but you also want to impress your employer with your ability to learn your job well, fit in, and contribute to the company's profit or the organization's service record. To do this, you must "learn and follow the rules." How well you do this will determine if you will be kept on, and whether you will get pay raises, and promotions in the future.